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ABSTRACT

Outstanding nutrition education programs were identified and selected to serve as models for adaption nationwide. This project was designed to promote exemplary programs, methods, and materials in the area of nutrition education. Fifty-one programs were nominated for awards, six programs were cited as exemplary, and four were recognized with an Award of Merit. Descriptions are given of award-winning and award of merit programs. Included in the descriptions are program title and address, a summary of the program, program goals and purposes, target population, program description, implementation (including budget and funding sources), and evidence of effectiveness. Application abstracts are included of the remaining 41 programs containing brief summaries of the salient features of the programs. (JD)

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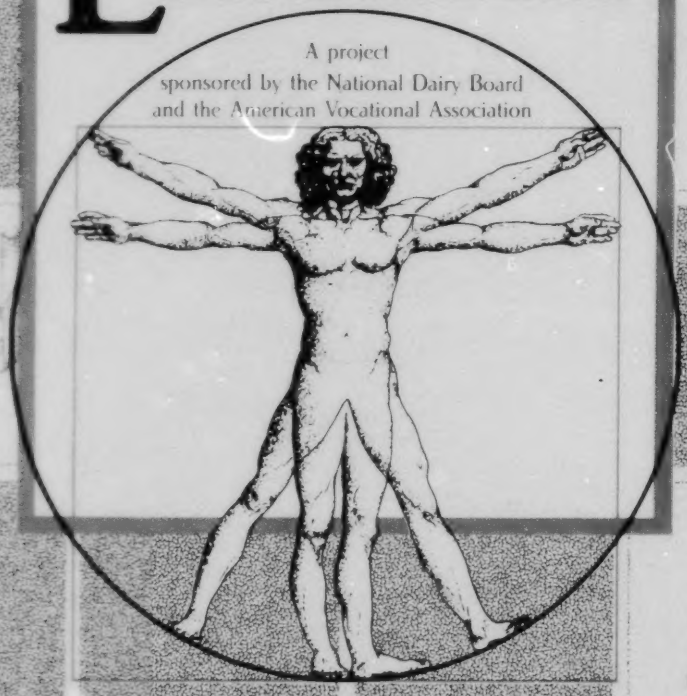
NUTRITION EDUCATION

A project
sponsored by the National Dairy Board
and the American Vocational Association



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NUTRITION EDUCATION

A Project sponsored by the
National Dairy Board
and the
American Vocational Association

Dr. Gene Bottoms
Executive Director
American Vocational Association

Dr. Diane R. Halbrook
Project Director
American Vocational Association
2020 North 14th Street
Arlington, Virginia 22201
(703) 522-6121

NUTRITION EDUCATION

PROJECT SUMMARY

The American Vocational Association (AVA) has received a grant from the National Dairy Board (NDB) of Arlington, Virginia, to identify and select outstanding nutrition education programs as models for adaption nationwide.

The overall goal of the activity is to identify and select some of the most successful nutrition education programs, methods, and materials in the country, promote these programs through a series of workshops, and publicize the importance of quality nutrition education. The outstanding nutrition education programs each receive a cash award of $4,000.00, and a representative of their program participates in the national dissemination activities.

Workshops will be held to share the nutrition education materials developed by the selected exemplary programs. States will be encouraged to utilize information and methods from these programs for their own adaptation. A program about the project will be presented at the 1985 AVA convention. Awards will be presented to the programs involved in the project during a joint meeting of AVA and NDB leaders in May, 1985.

The National Dairy Board was established by Act of Congress to develop a coordinated program of promotion designed to strengthen the dairy industry's position in the marketplace and to maintain and expand domestic and foreign markets and uses for fluid milk and dairy projects. This national program of promotion, research, and nutrition education is financed by a mandatory 15-cent per hundred-weight assessment on all milk produced and marketed in the contiguous 48 states. The 36-member policy-making board of dairy producers was appointed by the Secretary of Agriculture.

The American Vocational Association is a national professional organization committed to the development and promotion of comprehensive programs of vocational education. The strength of the AVA depends upon a diverse membership composed of vocational teachers, administrators, teacher educators, researchers, and guidance counselors. The AVA works closely with state departments of education and is the major nongovernmental agency helping to implement the Federal Vocational Education Act. This project is sponsored by the Vocational Home Economics Education Division of AVA.

Dr. Diane R. Halbrook, an AVA staff member and former home economics teacher and superviser, has served as the project director. She has worked with leaders in the field and an advisory committee representing state vocational education directors, state supervisors of home economics, home economics teacher educators, administrators, and local program instructors. The committee developed the criteria by which programs were selected, planned workshops, and reviewed materials for the dissemination phase of the project. They will also evaluate the successfulness of the effort.

ACKNOWLEDGEMENTS

During 1984-1985, the American Vocational Association received a grant from the National Dairy Board of Arlington, Virginia, to identify and disseminate information about exemplary Nutrition Education Programs. This project would not have been possible without the assistance and cooperation of many people. Appreciation and thanks are extended to the following: Ms. Edith Hogan of the National Dairy Board; Dr. Gene Bottoms, Executive Direction of the American Vocational Association; Ms. Bertha King of the United States Department of Education; the members of the advisory committee: Dr. Daryl Parks of Ohio; Dr. Elizabeth Simpson-Pucinski of Wisconsin; Ms. Janice DeBenedetti of California; Dr. Kay Clayton of Mississippi; Ms. Joan Gay of Georgia; Ms. Louisa Liddell, Executive Director of the Future Homemakers of America; Dr. Camille Bell of Texas; Ms. Mary Beth Stine, Vice-President of the American Vocational Association, Illinois; Dr. Judy Brun of the National Dairy Council; Mr. Richard Gaven of the National Restaurant Association; Dr. Dolores Gade of Wyoming; and Ms. Else Reed of Washington, D.C. Special thanks are extended to the staff of the American Vocational Association: Dr. Roni Posner, Assistant Executive Director for Projects and Conference; Ray McDonald, Accountant; Nancy Mactire and Dee Cohen, Design Department; Susan Barnes, Typist; Anna Collins, Artist; and Susan Roth, Project Secretary. The support and commitment of these individuals contributed greatly to the success of this project.

Diane R. Halbrook, Ph.D.
Project Director

American Vocational Association
2020 North 14th Street
Arlington, Virginia 22201
Phone (703) 522-6121

May 1, 1985

Dear Educators:

The American Vocational Association announces the selection of the exemplary programs in the Nutrition Education Project. This special project, funded by the National Dairy Board of Arlington, Virginia, is designed to identify and promote exemplary programs in the area of nutrition education.

The following programs have been recognized for their exemplary efforts:

COOPERATIVE ADVENTURES IN NUTRITION: CAN
J.H. Rose High School
Greenville, North Carolina

EAT FOR HEALTH
Genesee Intermediate School District
Flint, Michigan

FOODS AND NUTRITION EDUCATION
Sumrall High School
Sumrall, Mississippi

ILLINOIS FHA-HERO ENCOUNTER NUTRITION PEER EDUCATION PROJECT
Illinois Association of Future Homemakers of America

NUTRITIONAL SCIENCE
Monte Vista High School
Danville, California

NUTRITION WITH GOOD TASTE
Granite School District
Salt Lake City, Utah

Four additional programs were recognized with an Award of Merit. These programs are: CONDITIONING AND NUTRITION FOR ATHLETES, Chippewa High School, Doylestown, Ohio; ENHANSING NUTRITION EDUCATION FOR ADOLESCENTS, The Pennsylvania State University, University Park, Pennsylvania; OHIO NUTRITION EDUCATION PROGRAM, Ohio Department of Education, Columbus, Ohio; and SOUTH DAKOTA FUTURE HOMEMAKERS OF AMERICA STUDENT BODY--BOD SQUAD PROJECT, South Dakota State University, Brookings, South Dakota.

The National Dairy Board and the American Vocational Association are proud of the 51 programs nominated for this award. At a time when excellence in education is being emphasized, these exemplary programs highlight the variety of audiences served by the innovative methods implemented in the field of nutrition education.

For further information regarding the award recipients and the workshops, which will be conducted in the coming months to disseminate information on adaptation of these outstanding programs, please contact Dr. Diane R. Halbrook, Project Director, at AVA.

Sincerely,

Gene Bottoms

Gene Bottoms
Executive Director

GB:sdr

NUTRITION EDUCATION

These six programs have been selected for their excellence in the Nutrition Education Project sponsored by the National Dairy Board and the American Vocational Association. For more information, contact Dr. Diane Halbrook, American Vocational Association, 2020 N. 14th Street, Arlington, VA 22201.

COOPERATIVE ADVENTURES IN NUTRITION: CAN
J.H. Rose High School
Greenville, North Carolina 27834
Contact: Elaine R. Tschetter or Emalynn Colardo
(919) 752-0211

Target Audience: High school vocational food service students and handicapped kindergarten children

Description of Program: CAN: Cooperative Adventures in Nutrition is a teaching-learning experience between vocational food service students at J.H. Rose High School and the developmental kindergarten class at Eastern Elementary School. Here the vocational students share their understanding of nutrition with an identified group of handicapped children.

EAT FOR HEALTH
Genesee Intermediate School District
Flint, Michigan 48507
Contact: Gloria Bourdon
(313) 768-4447

Target Audience: Grades 4-12 (very acceptable for adults also)

Description of Program: Eat for Health is a nutritional analysis program designed for the APPLE and IBM microcomputers. The program will analyze the nutritional needs of an individual based on their age, height, weight, and activity level. It will record data on food that an individual has eaten and compare what they have eaten with what they need to determine if their diet is sufficient. It will analyze 17 nutrient needs and can accept up to 660 food items (including a "Big Mac"). Prescriptors will be presented if the nutrient intake is below 75%. At the end of the program, each individual will receive a printout which analyzes their individual diet based on current RDA's.

FOODS AND NUTRITION EDUCATION
Sumrall High School
Sumrall, Mississippi 39482
Contact: Laurene B. McLemore
(601) 758-4730

Target Audience: Vocational Students - grades 10-12.

Description of Program: Foods and Nutrition, a one semester course, is designed to teach basic nutrition to vocational students in grades 10-12 and to permeate all areas of good nutrition. The course is designed to reach the needs of individual students by teaching proper nutrition for the teenager during special periods of life. The curriculum also includes areas of meal planning, prepration and serving, nutrition during pregnancy, special diets for the health of children, the elderly, the athlete, special medical problems, and weight control.

ILLINOIS FHA-HERO ENCOUNTER NUTRITION PEER EDUCATION PROJECT

Illinois Association of Future Homemakers of America
Contact: Norma Gill, Executive Secretary
RR # 3, Box 197
Bloomington, Illinois 61701
(309) 827-6737

Target Audience: 9,000 FHA-HERO members in Illinois and other groups interested in nutrition, such as elementary and preschoolers and service organizations.

Description of Program: Key home economics teacher advisors identify an FHA-HERO member interested in nutrition. At a Nutrition Training Workshop the students and their advisors are given accurate nutrition information and training on how to give a quality presentation. They return home to form a local peer education team and an advisory committee. Nutrition presentations are given by the peer educators to a wide variety of audiences including their peers in the local high school and at FHA-HERO section, region, and state activities.

NUTRITIONAL SCIENCE

Monte Vista High School
Danville, California 94526
Contact: Marilyn Steichen
(415) 820-2900

Target Audience: Ninth-Twelfth graders - male and female

Description of Program: Nutritional Science is a study of what nutrients are needed by the human body and why the body needs those nutrients and what foods are good sources of those nutrients. The student will study how to make wise food choices, how to evaluate what is read or what is heard about nutrition. The course also includes a study of food additives, stages and styles, health foods, etc. This course meets the life science objectives required for graduation by both the district and the state of California.

NUTRITION WITH GOOD TASTE

Granite School District
Salt Lake City, Utah 84115
Contact: Almina Barksdale
(801) 268-8578

Target Audience: Grades K-6

Description of Program: Certified home economics teachers as nutrition specialists teach a series of six lessons to each class in the elementary school. Sequenced curriculum at three levels ("A" for grades K-2, "B" for grades 3-4, and "C" for grades 5-6) provide tasting experiences which reinforce concepts taught. Follow-up activities are provided for the classroom teacher who remains in the room during the presentation. The "nutrition lady" provides inservice opportunities for the classroom teacher to further expand nutrition resources and knowledge.

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AWARD WINNERS

PROGRAM TITLE

ILLINOIS FHA-HERO ENCOUNTER NUTRITION PEER EDUCATION PROJECT
Illinois Association of FHA-HERO
R.R. #3, Box 197
Bloomington, IL 61701

TARGET AUDIENCE

9,000 FHA-HERO Members in Illinois and other groups interested in nutrition such as elementary and preschoolers and service organizations.

PROGRAM SUMMARY

Key home economics teacher advisors identify an FHA-HERO member interested in nutrition. At a Nutrition Training Workshop, the students and their advisors are given accurate nutrition information and training on how to give a quality presentation. They return home to form a local peer education team and an advisory committee. Nutrition presentations are given by the peer educators to a wide variety of audiences, including their peers in the local high school and at FHA-HERO section, region, and state activities.

PROGRAM GOALS AND PURPOSES

Activities developed by the Illinois Association of FHA-HERO are structured to accomplish the goal of our organization:

> To help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement.

There are four specific objectives of the Encounter Nutrition Project.

1. To provide today's youth with an understanding of food and its relationship to the body.
2. To stimulate interest in eating a well-balanced diet.
3. To provide today's youth with accurate, up-to-date information on nutrition.
4. To help youth evaluate nutritional information.

There were several objectives established for the Encounter Nutrition Training Workshop.

1. To use a system that makes it possible for accurate nutrition information to reach as many people as is possible.
2. To develop the leadership skills of FHA-HERO members.
3. To meet the expressed needs of students as they relate to nutrition.

4. To promote a positive working relationship between the student, the teacher advisor, the school officials, and the community.
5. To utilize experts and high quality resources in the nutrition field.
6. To allow for creativity so that each team can use the nutrition information to meet the needs of their particular situation.
7. To use a cost effective method that allows a quality project to be accomplished with a minimum of cost for the student and teacher advisor.

PROGRAM DESCRIPTION

In 1975, the National FHA Association introduced the Peer Education concept with the Healthy Babies Project. Illinois has participated in the Healthy Babies (currently called Families and Futures) Peer Education Project since its inception.

In 1978, the state officers in Illinois expressed the need to have a project to promote nutrition awareness. The Peer Education concept was working extremely well. Consequently, the Peer Education concept was chosen for the project. The state officers felt the title of the project should focus on the subject matter to be covered. Encounter Nutrition was chosen for the project.

Two State Officers, Steve Wood and Rosemary Bauer, were chosen to co-chair the project. Mrs. Pat Cote, author of a food and nutrition textbook, was appointed adult coordinator for the project.

The first training workshop for nutrition peer educators was held November 3-5, 1978, in Bloomington, Illinois.

The following year, in November, 1979, the National FHA Association began The Student Body Project. Subsequent training workshops have been held in Springfield because of its central location and its accessibility by any mode of transportation.

The general plan was developed in 1978. Key home economics teacher advisors identify a student who is interested in nutrition and has potential for developing leadership skills. At a Nutrition Training Workshop, the students and advisors are given nutrition information and training in how to give a quality presentation. They return home to form a local peer education team and an advisory committee.

The State Peer Education Team is composed of selected students and their advisors who come from the six FHA-HERO Regions in Illinois. The following criteria is used for becoming a state peer educator.

Bloomington, IL

1. Outstanding freshman, sophomore or junior boy or girl interested in serving as a peer educator for two years.
2. Administration will approve the student and advisor's participation as team educators.
3. Student and advisor who are able to attend training meetings.
4. Student who will agree to present 3 programs in the local area.
5. Student who will attend state leadership conference.
6. FHA-HERO member dues are paid in an affiliated chapter.

Each peer educator completes an information sheet and a support statement that is signed by the peer educator, advisor, parent or guardian, and the school administrator.

In the summer before each school year, the applications are reviewed, and new peer educators are added to the state team as former members graduate.

The planning committee is composed of the FHA-HERO State Advisor and Executive Secretary, adult project coordinator, a state officer and advisor to state officer, and at least one former peer educator. They meet to identify the current nutrition needs and/or problems. Through the years, the needs have varied. Keeping the project current is a top priority as is evidenced by the following overview of training workshop topics.

At our first training workshop in 1978, we focused on such topics as: Nutrition, Why Is It Important? Effects of Nutrition on Mental, Physical and Emotional Performance.

In 1979, a five topic approach was used at our State Leadership Conference presentation when the state project was introduced.

1. Nutrition Around the World
2. Nutrition for Family Health
3. Nutrition for Athletes
4. Nutrition in Our Future
5. Nutrition Careers

At our Training Workship in 1980, an interesting facet focused on "Food Facts and Falacies," as well as "Working with Other Groups to Serve Nutritious Meals and Snacks at School."

In 1981, the training workshop included "Nutrition and Pregnant Teens," vegetarianism, and development of public service announcements.

New topics covered at the 1982 training workshop included "A Little About Anorexia Nervosa" and "Rating the Weight Loss Diets."

Bloomington, IL

1983 Training Workshop topics were "Healthy Lifestyles for the Elderly through Nutrition and Exercise," "Aerobic Fitness - It Hurts so Good," and "Fad Diets - Facts and Fallacies."

Recent training workshops have included sessions where current peer educators share their presentations and ideas.

Now, at the close of 1984-85 school year, we are actively seeking a nutrition support group and accepting applications to replace peer educators who have graduated so that our Encounter Nutrition Project can be revitalized.

The documentation indicates that the FHA-HERO Ecounter Nutrition Peer Educators make presentations to a wide variety of groups and organizations.

Local FHA-HERO Chapters
Section FHA-HERO Rallies
Region FHA-HERO Meetings
State Leadership Conference
School Boards
Home Economics classes
PTO
Health and Science classes
Teacher In-Service Workshops
Church groups
Pre-schools
Classroom Restaurants
Banquets
YMCA
YWCA
Adult Physical Fitness classes
Library Story Hour for Children
Pioneer Girls Meetings
K-12 classes other than home economics
Brownie Troops and Girl Scouts
High School Open House
Senior Citizen Groups
Presentations to legislators at the Capitol
4-H Clubs
Homemakers Extensions
Teenage Pregnancy Hearings
State Fair (exhibit and presentations every hour)
College classes
Alumni groups
Retired teachers
Special education classes

Bloomington, IL

FFA chapters
Swim and gym parties
All-school assemblies
Hospital Fair
Headstart
Prevention Showcase (Encounter Nutrition was one of 35 groups that have ongoing programs that promote good health.)

Reliable nutrition support services are used to secure up-to-date accurate information.

State Council on Nutrition
Nutrition Education and Training Program
Northern Illinois Nutrition Education Project
State Board of Education Food and Nutrition Programs
Nutrition Counselors, Inc., Chicago
St. Louis District Dairy Council
Dairy Nutrition Council, Inc.
Southern Illinois School of Medicine
The National Dairy Council
St. John's Hospital, Springfield
Dietetic Counseling Service
Home Economics Education Departments in our colleges and universities
Illinois Department of Public Health
Golden Circle Nutrition Program, Effingham

IMPLEMENTATION

BUDGET AND FUNDING SOURCE

Since its inception, the Illinois State Council on Nutrition funded the annual training workshop and provided the nutrition materials needed throughout the year. In 1984, the legislature abolished all commissions, including the Illinois State Council on Nutrition. The Illinois Association of FHA-HERO is now actively seeking a sponsor for our State Encounter Nutrition Peer Education Project.

This budget represents the minimum amounts to reactivate the Illinois FHA-HERO Encounter Nutrition Peer Education Project. We are seeking a funding source for a two-day training workshop and follow-up mailings to keep the project progressing smoothly. We are seeking one or more support groups to supply accurate up-to-date nutrition information to the peer education teams as they need it throughout the year.

Additional expenses, such as display and handouts for FHA-HERO State and National Meetings, FOCUS: PEER EDUCATION, and participation in state and national activities interested in nutrition, will be assumed by the Illinois Association of FHA-HERO. Expenses incurred at the local level by the state peer educators will be assumed at the local level.

Bloomington, IL

Administrative costs will be assumed as an integral part of the duties of the Illinois FHA-HERO state executive secretary and a local home economics FHA-HERO advisor designated as the Encounter Nutrition Adult Coordinator.

Planning meeting

One meeting in Springfield for a committee to plan a training workshop for state peer educators. The planning committee will be composed of six persons.

Lodging (one night for two persons)	$ 60.00
Meals ($19/day each person - 2 days)	$ 76.00
Mileage (.19¢ per mile)	$ 100.00
Sub-Total	$ 236.00

Training Workshop

One training workshop for 50 persons for 1985-86. Convene at 11:00 a.m. one day (day one) and adjourn after lunch at 2:00 p.m. on the second day.

Lodging (3 persons to a room/$20 per person)	$1,000.00
Meals (2 light lunches at $5.00 each)	$ 500.00
1 Breakfast at $4.50 each	$ 225.00
1 Dinner at $8.00 each	$ 400.00
Nutritious snack at $2.00 each	$ 100.00
Travel (.19¢/mile)	$1,000.00
Honorariums for speakers (4 at $100.00 each)	$ 400.00

Printing

Release to solicit participants (300 copies - not mailed)	$ 15.00
Release to selected participants (3 sheets to 50 persons)	$ 18.00
Programs for training workshop	$ 40.00
Certificates of participation	$ 30.00
3 follow-up mailing during the school year (2 sheets each set)	$ 36.00
Report Forms (3 sheets color coded)	$ 18.00

Postage (4 mailings to 50 people/.22¢ each) $ 44.00

Telephone calls (adult coordinator) $ 30.00

Bloomington, IL

Materials and Supplies

Large notebook, dividers, tabs for reports	$ 25.00
Plastic name tags (50 @ $3.00 each)	$ 150.00
200 envelopes (4 mailing to 50 people)	$ 20.00
Folders for training workshop (50 @ $1/ea.)	$ 50.00
Poster board, markers, colored paper, etc. for "Make and Take" session ($1 per person)	$ 50.00
Film and developing for publicity photos	$ 25.00
Quality commercial nutrition materials for each person that are not available to us free of charge. To be selected by the planning committee	$ 200.00
GRAND TOTAL	$4,612.00

This project is designed so that is can be adapted to a variety of home economics class/chapter situations. Because quality presentations utilizing accurate information are essential, each peer educator is required to attend the training workshop with his or her teacher advisor. General nutrition awareness is encouraged. Experts in the field of nutrition are utilized for specific technical problems or questions.

Creativity abounds in this project. Each peer educator, assisted by the local team, develops a presentation(s) under the guidance of the teacher advisor. Although many commercial materials are used, some peer educators develop their own techniques and resources. The documentation lists some of these original resources.

- Puppets and scripts
- Slides
- Songs and jingles
- Recipes
- Displays
- Posters
- Skits
- Games
- Transparencies

EVIDENCE OF EFFECTIVENESS

This project is documented through a system of record keeping that is filed in a scrapbook. This method makes the data readily available in a form that is appealing to students. The loose-leaf sheets can be easily copied and shared with advisors when necessary.

Each peer educator signs a certificate accepting the challenges of the project for two years. Each peer educator also completes a Monthly Report Form and a Presentation Report Form. The forms include such important facts as resources used, to whom the presentation was given, age group, and number of persons in the group. Many peer educators send snapshots and newspaper articles to supplement the report forms.

The forms are filed in the scrapbook behind a divider for each peer educator. The Report Forms in the scrapbooks indicate that FHA-HERO Nutrition Peer Educators have reached thousands of people with their formal presentations.

School Year	Peer Educators	Programs	People Reached
1978-79		100	10,000
1979-80		100	5,000
1980-81	14	43	6,500
1981-82	23	156	15,127
1982-83	29	199	11,190
1983-84	26	248	16,229

Some people were reached that are not counted in the figures above. These include people who benefited from the following activites:

Radio and T.V. Interviews at local stations.

Displays in schools, store windows, restaurants, and at the State Capital building.

School and town newspaper articles.

Handouts and displays at conferences of other organizations such as Illinois Vocational Home Economics Teachers Association.

Development of special proposals such as that for a salad bar and for a district-wide nutrition curriculum.

Handouts and display at the 1984 National FHA Leadership Meeting.

Testimony at legislative hearings.

The nearly 9,000 FHA-HERO members and their advisors in Illinois receive the information when peer educators make presentations at each section and region meeting.

Each chapter receives a copy of FOCUS: PEER EDUCATION.

Each year a presentation is given at the Third General Session of our annual State Leadership Conference--1,800 attended last year. They presented a one-hour workshop session to give ideas for the chapters to take home.

Whole classes benefit when teachers incorporate the Proficiency Event, Encounter Nutrition, into their classroom activities. Outstanding entries demonstrate at State Leadership and are evaluated by professionals in the field of nutrition.

Bloomington, IL

The documentation in the scrapbook and letters of recommendation give evidence of effectiveness.

Peer educators and their advisors expanded their knowledge about nutrition.

Peer educators and their advisors shared nutrition information with parents, siblings, peers, and interested persons.

Peer educators and their advisors continue to get requests for nutrition presentations.

Peer educators and advisors initiated changes at school to improve general nutrition. These include:

* Salad Bar at Murphysboro
* Nutrition in the Child Care Program at Pekin Area Vocation Center
* Use of computers for diet analysis at Sycamore in Lyons Township
* Nutritious snacks at meetings instead of sweet and salty foods
* Breakfast Bar at Sparta

Continued use of creative nutrition resources in classes and chapters.

Peer educators making career choices in the nutrition field.

Attention being given to nutrition for athletes.

Peer educators developing original recipes.

Other groups are copying the peer education approach.

Peer educators cooperate with school boards and parent-teacher organizations. Local school superintendents recognize FHA-HERO and its purposes. They appreciate the opportunities available for members and advisors to develop.

Changes in students' eating habits such as choosing nutritious fund raisers (nuts, popcorn, cheese) instead of sweets.

Advanced study by interested students.

Students volunteering to help inform legislators of the need for nutrition awareness.

Students' awareness of the effects of legislation on the quality of life, including nutrition.

Students seeking counseling to overcome nutrition related problems such as obesity, anorexia nervosa, etc.

Bloomington, IL

It is evident from the documentation that peer educators increased their knowledge of nutrition. Textbooks, encyclopedias and family health manuals in the school classroom and library were used. In addition to these basic sources of information, a variety of resources were used. An extensive list was compiled from the scrapbook and is enclosed in the appendix. The list included two major sources of nutrition information popular with the state peer educators. These two sources are the Illinois State Council on Nutrition (no longer in operation) and the National Dairy Council. Other sources are twenty-seven booklets, ten charts, and thirty-two articles from magazines and professional journals.

Peer educators developed creativity while improving their leadership skills. Peer educators promoted nutrition and FHA-HERO while publicizing their activities in local school and community newspapers. Two advisors published articles in the Illinois Teacher. "Nutrition Peer Education Project" by Pat Cote in XXIII No.3, 1979, and "Helping Teens Teach Nutrition" by Rozanne Rayburn and Nina Collins in XXVII No.3, 1984, Illinois Teacher of Home Economics.

FOR ADDITIONAL INFORMATION CONTACT

Norma Gill
Executive Secretary
Illinois Association of FHA-HERO
R.R. #3, Box 197
Bloomington, IL 61701
(309) 827-6737

PROGRAM TITLE

NUTRITIONAL SCIENCE
Monte Vista High School
3131 Stone Valley Rd.
Danville, CA 94526

TARGET AUDIENCE

Ninth-Twelfth graders - male and female

PROGRAM SUMMARY

Nutritional Science is a study of what nutrients are needed by the human body and why the body needs those nutrients and what foods are good sources of those nutrients. The student will study how to make wise food choices and how to evaluate what is read or what is heard about nutrition. The course also includes a study of food additives, weight control, nutrient supplements, nutrition for various life stages and styles, health foods, etc.

PROGRAM GOALS AND PURPOSES

Nutritional Science, as a class, at Monte Vista High School in Danville, California, was developed about 13-15 years ago. Students successfully completing the class may receive Life Science credit for the class or they may receive elective credit from the Consumer and Homemaking Department. The class is open to males and females in grades nine through twelve. There are no prerequisites for registering for the class.

The California State Plan for Consumer Homemaking Education (CHE) is based on the Federal Law of 1976. The instructional program for the occupation of homemaking shall include: consumer education, food and NUTRITION, family living and parenthood education, child development and guidance, housing and home management (including resource management), and clothing and textiles.

Nutrition is one of the points of emphasis. Nutritional Science also includes learning experiences to help students with managing their resources.

The California State Plan is being revised; however, the same emphasis is still being considered.

Nutritional Science is funded by Vocational Education funds and by funds from the Science Department's school budget.

Danville, CA

These are the major program goals for Nutritional Science:

1. Develop goal selection and decision-making skills and relate these principles to food choices.

2. Develop competencies for: planning attractive, nutritious meals, purchasing nutritious food, maximizing the use of resources available (food, money, agencies, etc.)

3. Understand basic concepts of nutrition, recognize valid nutrition information, and understand relationship of exercise, rest, and nutrition to physical fitness throughout life's stages.

4. Identify career possibilities related to nutrition and foods.

PROGRAM DESCRIPTION

The learning experiences vary from year to year, depending on the composition of the student population in the class. These are selected learning objectives and examples of learning experiences that may be used.

Food Choices

Develop goal selection and decision-making skills and relate these principles to food choices.

Learning Objectives	Examples of Learning Experiences
Discuss how one's values and goals are influenced by one's cultural background, society, mass media, and economic background.	Students complete pre-test about influence and controls in food choices. Survey 3 students and 3 adults to see what good nutrition means to them. Meaning of Foods Activity: show pictures of food-students react to pictures by writing down what they associate with each food - hunger, status, reward, tradition, love, etc. Discussion about factors influencing food choices: ethnic background, geography, TV, economics, cultural background, etc. Overhead word scramble: What does food mean to you? (words - security, love, creativity, etc.)

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Give examples of how Maslow's Basic Needs for all people can be applied to food.

A check list: "Rate Your Food Value." Discuss possible values, positive and negative, associated with student responses.

Fact Sheet on Psychology of Eating: There is a list of statements about food that students could respond to in a variety of ways: draw a statement and give point of view, put statements on overhead transparency and have whole class respond.

Students give examples of how a recent food choice was influenced by peers.

Give examples of food choice situations in which one could apply decision making skills and describe the effects and consequences of different decisions on individuals, families, small and large groups, communities, and the world's food situation.

Filmstrip: "Nutrition and the World" from Multimedia Kit Nutrition Basics by Butterick. Activity: Divide class into groups based on world population. Divide a pizza or a bag of peanuts accordingly. Students develop a better understanding of food distribution.

Plan brown bag lunches for people in a variety of situations. Ex. a male 185 lb. football player who wants to maintain weight, a female 125 lb. secretary who wants to maintain weight, a male 350 lb. who wants to lose 100 lbs., etc.

Brainstorm session for those who do not like milk. What can you eat instead for calcium?

Describe ways in which personal, family, and community resources can be used to extend opportunities for achieving goals.

Collect menus from various types of eating places. How difficult would it be to select a nutritious menu?

Write a 30-second commercial for good nutrition.

	*FHA: Consumer and Nutrition Hotline (Students research questions people call about.)
Define and discuss consequences and/or "trade-offs" as they relate to decision making.	Using collected menus, discuss the consequences and long term effects of eating one type menu frequently.
Apply the decision making process to a variety of food and nutrition situations.	Evaluation: Teacher puts a variety of candies, fruit, cookies, nuts, crackers, etc. on a tray. Let each student select one food. Using Taba technique, discuss choices in order to help students recognize personal values in food choices: What did you select? Why? etc. List reasons why people make choices. What must we consider if we are to change choices.

Consumer Competencies

Develop competencies for: planning attractive, nutritious meals, purchasing nutritious food, maximizing the use of resources available (food, money, agencies, etc.)

Learning Objectives	Examples of Learning Experiences
List and describe the provisions of the laws and regulations that protect the consumer when purchasing food.	Survey a variety of people to determine attitudes toward additives. Multimedia Kit: Filmstrip: "Food Additives: Helps or Hazards." Discussion: (sample questions) What role do additives play in food supply? Possible effects of removing food additivies from food supply? Do you agree with the use of preservatives to promote food safety and prolong shelf life? Case Study: to understand how FDA weighs benefits vs risks.

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	Multimedia Kit: Filmstrip: "Label it With Nutrition" and workbook from Dairy Council.
	Bring to class labels from a variety of foods. Display labels for whole class to see. Most common additives? How frequently is sugar, salt used?
	Watch TV one hour: Saturday morning, weekday afternoon, and 8-10 p.m. List food products advertised. Answer a series of questions: Claims made? Is information sound? What types of foods are advertised, etc.?
	Compare 3 brands of same food that have nutrition labels. Ex. breakfast drink. What is best nutrition buy?
Demonstrate familiarity with indicators of quality when buying meat, fresh produce, dairy products, eggs, and packaged foods.	Compare various grades of ground beef for fat and water content. Compare fruits and vegetables for quality.
List food shopping practices that help one save money.	Compare various brands of a product: (national brand, store, generic, etc.) Compare color, flavor, texture, cost. Conclusions!
Compare fast food products with comparable home prepared foods in terms of costs, quality, and nutritional value.	Compare ingredients of home-made with convenience form of same food. Discuss findings in class, Compare flavor, texture, cost, nutritional value.
List common types of food-borne illnesses and what techniques can be used in food preparation to avoid these.	Make a list of rules to follow so kitchen and food is kept safe.
	Discuss symptoms of food poisoning. Have you ever had any of these symptoms? What did you eat? What foods are likely to cause food poisoning?

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Identify the major nutrients found in foods and explain the contribution of each to a healthy body.	Divide the class into groups and have each group make a collage or poster showing the functions, food sources of each group of nutrients.
Describe the relationships between food habits, nutritional status, and food resources within one's geographic region.	*FHA Community Involvement: Find out what nutrition programs exist in area - what do they do? Some students may want to volunteer their services. Example: Helping with Meals on Wheels for homebound elderly.
Explain how time, energy, and money can be saved by planning meals in advance.	Plan breakfasts that take different amounts of time: 15 min., 30 min., 1 hour. How would menus for a family differ if there was $50 to spend or if there was $100 per week to spend? Divide class into groups and plan a week's diet for each situation.
List advantages and disadvantages of eating out - particularly at fast food places (nutrition level, time, energy, cost, etc.).	Compare advantages and disadvantages of eating in fast food places.
Describe cooking methods which maximize retention of nutrients.	Lecture: How should various types of foods be cooked to preserve most nutrients and why?
Plan foods that are aesthetically pleasing.	Compare pictures of meals that are attractive to those that are not. What makes the meal attractive? Why are some of the meals not appealing? Evaluate menus of unattractive meals. Students determine why meals are unappealing and make suggestions of how to improve the color, texture, flavor, etc. Plan meals that are pleasing in color, texture, flavor, etc.

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Identify local sources and compare, in terms of costs, convenience, services, and variety, different outlets for the purchase of food.	How does income effect buying and diet? Pretend you have just moved into an apartment. Establish a weekly food budget (or teacher assigns). Make up a shopping list - where are you going to shop? (Population Reference Materials) Can use newspaper ads if grocery markets are not convenient. Compare 50-100 items in 3 different types of markets. Make conclusions. Investigate the various programs that are available in the community for low income people. What programs are avaialbe for those who have difficulty in preparing their own meals?

Nutrition and Life Processes

Understand basic concepts of nutrition, recognize valid nutrition information, and understand relationship of exercise, rest, and nutrition to physcial fitness throughout life's stages.

Learning Objectives	Examples of Learning Experiences
Describe special nutritional needs of individuals in different stages of the family life cycle.	Use Food Diary: What changes would be necessary for people in different life stages? Change the menus to make appropriate for: young office worker, 70 year old man with dental problems, athlete, pregnant woman, etc.
Examine, in terms of nutrient density, costs, family tastes, and ecology, alternatives to meeting protein requirements of family members.	Trail of Fast Food Freak Activity-Evaluation of Fast Food Places. List favorite fast food meal - find out how many calories the meal has, what percent nutrients it contains. Source: "Fast Food Chains", Consumer Reports, Sept. 1979. Opinionnaire on Fast Foods. Select 6 favorite snack foods - how many calories do they contain?

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Identify nutrition information on which a majority of reliable sources agree, and discuss the uses and limitations of each.	Make a list of good sources of nutrition information. How do we evaluate whether or not information is sound? *FHA: Students set up a nutrition booth at a school Vocational Fair. Multimedia Kit: Filmstrips, Student workbook and test. Big Ideas in Nutrition Education, Dairy Council.
Examine typical food fallacies, how they originate, and why they persist, and explain their shortcomings in terms of available scientific data.	Compare foods labeled "natural" with similar items not labeled "natural." Divide class into 6 groups. List food beliefs. Are they based on fact or fallacy? Pre-test: True-false questions on food fallacies. Multimedia Kit: That's Inedible Filmstrip (this is a review of dietary guidelines) Follow up with discussion of filmstrip.
Demonstrate an understanding of the effects of substance abuse on individual and fetal development.	Pre-test: "Are You Prepared for a Healthy Baby?", March of Dimes. Filmstrip: "Inside My Mom", March of Dimes. Brainstorm nutritious snacks for pregnant women. Filmstrip: "Tomorrow Happens Today", March of Dimes. Plan a diet for a pregnant teenager - how does it differ from a non-pregnant teenager?
Demonstrate a knowledge of the relationship between exercise, rest, and diet.	Make a list of situations that upset you. Make a list of the 6 most frequently listed situations by the students. Students brainstorm how to deal with situations.

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	Discussion: How does stress affect diet, utilization of nutrients, etc.
Explain the process of converting food to energy or tissue.	Slides on Digestive System. Complete a chart showing process of digestion for carbohydrates, fats, and proteins.
	Experiment to show how enzymes work. Prepare gelatin with fresh and canned pineapple. Prepare gelatin - sprinkle one bowl with meat tenderizer and one leave plain. Compare. What are the differences?
	Students chew saltine cracker. Notice change in flavor as you chew.
	Film: "How a Hamburger Turns Into You", Dairy Council.
Examine and report on current research that deals with the effects of food additives, salt, and sugar.	Students take American Diet Quiz Source: The Instant Energy Sugar Coated Fast Food Nutrition Kit, The Learning Seed Co.
	Filmstrip: "Dietary Guidelines" Students research and present information to class on the following: Health Risks, Food Sources, Changes Needed in Diet concerning fat, salt, sugar, complex carbohydrates and fiber. (or teacher could use transparency to present information).
	Evaluate menus and/or recipes. Consider the dietary guidelines and whether menus are appealing.
	Test tubes with various amounts of sugar representing the amount of sugar various popular foods have. Source: Washington State Department of Health, and Consumer Reports.

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	Students list favorite cereals. How much sugar does it contain? Post a list of popular breakfast cereals and the percent of sugar each contains.
	Prepare a display of foods that have high sugar and hidden sugar. List the percent of sugar on a card to display with food.
Discuss the need for regular updating of nutrition information.	Cut out articles from newspaper and magazines. Is this pertinent information? Research recent developments in nutrition.
	Use food diary - divide foods according to Four Food Groups. Did you get recommended servings? What are the pitfalls of using the "Basic Four" as only food guide?
Make a plan for improving one's eating habits; test the plan for a period of time and describe its effectiveness or noneffectiveness.	Rat Experiments: Set up about four different types of diets. Students monitor the progress and then tabulate the results.
Identify the major nutrients found in foods and explain the contribution of each to a healthy body.	Make a collage of eight leader nutrients - show sources, RDA, functions for each.
	Mystery Box: Food is placed in a box. Students try to guess what is in box by asking yes or no questions related to nutrition. For example: Is food a good source of vitamin A? Vitamin C? Is it a yellow fruit?
	Use model kits from Lab Aids to construct molecules of sugar, fatty acids, amino acids, etc. Students answer questions about molecules.
	*FHA: Students present nutrition project to an elementary school class. Students select a nutrient or some nutrition principle and work up a presentation, using visuals that would be suitable for intended audience.

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Examine, in terms of nutrient density, costs, family tastes, and ecology, alternatives to meeting protein requirements of family members.	Filmstrip: "Vegetarianism in a Nutshell", The Polished Apple. Find vegetarian recipes. If possible, prepare some of the recipes for tasting by the class.
Define and describe the concept of nutrient density.	Use food diary - select 1 weekday and 1 weekend day. Did you eat any foods with only 1 nutrient? Was it on weekdays or weekend days? Find percent of nutrients for 1 weekday and 1 weekend day. Compare with recommended percents. Those nutrients that are below levels, list. What food could be added to increase those nutrients? Decisionnaire: This is to help assess your ability to categorize food according to nutrient content. Calculate the Index of Nutrional Quality (INQ) of a food. Make bar graphs of selected foods showing percent of nutrients in relation to calories. Students then can see if food is nutrient dense.
List advantages and disadvantages of various types of diets - weight loss, vegetarian, athletes, etc.	Guest speaker(s) from Health Club, Weight Watchers, etc. to talk about how they encourage people to follow a diet. Guest speaker: Anorexia nervosa and/or Bulimia. Multimedia Kit: Filmstrip: "Food for Fitness", Butterick. The Truth About Nutrition, T-F questions that explore myths surrounding diets for athletes. Given a list of foods - each prepared in two different ways. Students will list ingredients that have contributed to difference in calorie level.

From food diary, record calories for food eaten 1 weekday and 1 weekend day. How many calories do you as an individual need?

Students set 1 goal for diet or activity to be achieved in given period of time. Goals might be weight loss/gain, reduction of body fat, increasing strength, flexibility, etc. Divide class into groups of similar interests as this may help students to meet goals by giving each other support.

This Will Jog You - A test to find out how aerobically fit you are. Teen Times, Jan/Feb. 1980, FHA.

*FHA: A team of students research some aspect of nutrition and present information to class. Criteria for evaluation will be same as used for Competitive Recognition Events.

Compare orange juice and gatorade for nutrition, ingredients, cost. Which is better for an athlete?

Multi-Media Kit: Watch Your Weight, filmstrip and activities, Butterick.

Determine body type, calorie needs. Design a diet to fit caloric requirements for self.

Careers in Foods and Nutrition

Identify career possibilities related to nutrition and foods.

Learning Objectives	Examples of Learning Experiencs
Identify career possibilities related to foods and nutrition.	Go through "Help Wanted" ads in newsletter. Cut out ads for jobs in food and nutrition. Make a list of qualification for various jobs - education, experience, etc.

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Research education requirements for food and nutrition careers. Talk to people with similar jobs. Present information to class.

Make a list of entry level positions in food related jobs.

Career Card Sort: Give each group of students a set of cards with assorted careers related to nutrition and food use. (5 stacks) Food Handling, Food Service, Customer Service, Food Sanitation, Management. Reshuffle cards into: 3 groups - interested, not interested, and need to know more about. Research some of the careers that are in the need to know more about stack. Again reshuffle cards into: entry level positions, some training and experience, Advanced schooling for job.

*FHA: Invite salad chef from local restaurant to speak on tips for making salads. Students select recipe to demonstrate to class. Use CRE criteria for evaluation.

Field trip to hospital or large kitchen in hotel, airlines, etc.

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SUGGESTED COURSE SEQUENCE

A. Your Personal Nutrition Program
   1. Daily Food Guide
      a. Review of Basic Four
      b. Nutritional Serving Sizes
      c. Recommended Number of Servings/Day
   2. Cost/Serving
   3. Planning Attractive Meals
   4. Dietary Guidelines
   5. Anaylzing Food Choices
   6. Nutrient Density

B. Introducing Nutrition
   1. Quality of Life
   2. Success on Job
   3. How Food Nourishes
   4. Nutrition Around the World
   5. The Cell
   6. Signs of Good Health, Poor Health
   7. Body Systems
   8. Nutrition Guidelines
   9. Nutrition Labeling
   10. Main Groups of Nutrients

C. Turning Food Into Nutrients
   1. Digestion
   2. Storage of Nutrients

D. Nutrient Teamwork
   1. Making Energy
   2. Using Energy
   3. Building Protein
   4. Stress

E. Balancing Act/Controlling Weight
   1. Metabolism
   2. Basal Metabolism Rate
   3. Calories
   4. Why Control Weight
   5. Why People Gain Weight
   6. Weight Guidelines
   7. Dieting

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F. Personalized Nutrition
   1. Nutrition Through the Life Cycle
      a. Infants
      b. Children
      c. Teens
      d. Adults
      e. Elderly
   2. Nutrition for Athletics and Fitness
   3. Nutrition During Pregnancy
      a. Special Dietary Needs
      b. Precautions

G. What Do You Believe About Food
   1. Food Fads
   2. Organic Foods
   3. Additives
   4. Supplements
   5. Vegetarians
      a. Why
      b. Nutrients Available
      c. Guidelines

H. Nutrition Heritage
   1. Customs
   2. Family Preferences
   3. Advertising
   4. Availability, etc.

I. Careers
   1. What is Available
   2. Skill Needs
   3. Education Needs

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IMPLEMENTATION

BUDGET AND FUNDING SOURCES

Nutrition Science is funded by Vocation Education funds and by funds from the Science Department's school budget.

To start a program such as this money is needed for books, audio-visuals, and general supplies.

USABILITY

Nutritional Science has been taught at Monte Vista High School in Danville for the past 15 years or so. The learning experiences vary from year to year depending upon the student population of the class. The class is open to ninth graders through twelfth graders, male and female.

Facilities Needed: A classroom that can be darkened for audiovisual presentations and preferably a room that has water close by and convenient electrical outlets.

STAFF

A qualified Vocational Home Economics Teacher is needed for this class.

EVIDENCE OF EFFECTIVENESS

The program subject matter is validated by the fact that an elective class is "alive and healthy" after 15 years. Each year about 150 students complete Nutritional Science (75 students per semester).

Students become more aware of healthy eating habits. My students watch my eating habits at school and make comments about what I'm eating. The students' awareness of healthy eating habits is exhibited by their calling my attention to nutritious foods they are eating or hiding "junk" foods behind their backs.

FOR ADDITIONAL INFORMATION CONTACT

Marilyn Steichen
Monte Vista High School
3131 Stone Valley Road
Danville, CA 94526

PROGRAM TITLE

"EAT FOR HEALTH"
Genesee Intermediate School District
2413 West Maple Ave.
Flint, MI 48507

TARGET AUDIENCE

Grades 4-12 (very acceptable for adults also)

PROGRAM SUMMARY

"EAT FOR HEALTH" is a nutritional analysis program designed for the APPLE and IBM microcomputers. The program will analyze the nutritional needs of an individual based on their age, height, weight, and activity level. It will record data on food that an individual has eaten and compare what they have eaten with what they need to determine if their diet is sufficient. It will analyze 17 nutrient needs and can accept up to 660 food items (including a "Big Mac"). Prescriptors will be be presented if the nutrient intake is below 75%. At the end of the program, each individual will receive a printout which analyzes their individual diet based on current RDA's

PROGRAM GOALS AND PURPOSES

The goals and purposes of "EAT FOR HEALTH," a computerized nutritional analysis program are:

1. To aid students in grades 4 through 12 to identify the nutritional content of their daily diet as compared to their daily needs.
2. To motivate and excite students through the use of microcomputers to learn more about the importance of proper nutrition and how it affects them.
3. To assist students in understanding the various nutrients and amounts needed by our body without taking considerable time to research each in a book.
4. To assist students in making wiser food choices after they complete a nutritional analysis.
5. To motivate students to change their eating habits based on their nutritional analysis printout.

PROGRAM DESCRIPTION

OBJECTIVES FOR LEARNER OUTCOMES

The objectives for the "EAT FOR HEATLH" nutrition program are for the learner to:

1. Review present food intake.
2. Associate nutrients with food sources and nutrients functions.
3. Review the Basic Four Food Groups.

4. Compare "typical" diet and diet based on Basic Four Food Groups in meeting recommended dietary allowance.
5. Assess present food intake.
6. Determine deficiency(ies) or problem area(s).
7. Develop an eating plan or correct problem area(s).
8. Implement his/her eating plan.
9. Reassess food intake using new eating plan.

CONTENT

The date base nutrient information was obtained by using Food Values by Pennington & Church, and nutrient information from fast food restaurants. "EAT FOR HEALTH" is designed to be intergrated into a nutrition unit. The best results will occur if the teacher follows the "suggested steps." They are:

(1) Administer a pre-test to determine if students have minimal nutrition knowledge. Students should be able to complete the test with 80% accuracy. This pre-test was used by the Michigan Department of Education in 1979 for the Michigan Educational Assessment Program.

(2) Teach general concepts so students possess a basic knowledge of nutrition. Define nutrition and discuss the Basic Four. Describe normal serving size, define nutrients and identify nutrient sources, RDA, and the importance of eating a variety of foods in moderation.

(3) Provide nutrition information to parents. It is important to involve parents because children's eating habits are difficult to change without their commitment and guidance at home.

(4) The teacher should duplicate worksheet and food index catalogs for each student. Before the students complete the "EAT FOR HEALTH" code sheet be sure to discuss these factors with them:

a. Limits are built into the computer: height - minimum of 3 feet, maximum of 7 feet. Weight is 30#, maximum of 400#. Age - 7-99 years.
b. If a particular food is not listed, encourage students to choose one of similar nutrient contribution.
c. The computer will accept fractional servings. For example 1½ cups of milk would be entered as 1.5.
d. It is not necessary for adults 19 years or older to enter their activity level. Energy allowances for children through ages 18 are based on median energy intakes of children of these ages followed in longetudinal growth studies.

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(5) Obtain the use of one or more APPLE or IBM computers with a disk drive. A printer is optional but helpful. Demonstrate "EAT FOR HEALTH" computer program to students.

(6) Proceed to computer activities. The following suggestions may be helpful during the remaining of "EAT FOR HEALTH".

Explain to students that the computer will ask all females over 13 years of age:

a. Are you pregnant?
b. Are you breastfeeding a baby?

Explain that these questions are asked because pregnant and breast-feeding females have special nutrient needs.

Have two students work at each computer. One student would run the computer, and the other would move to the computer, and a new student would read.

Set up a number of learning centers about the classroom. The "EAT FOR HEALTH" program could be one center. Provide paper and pencil activities, such as nutrition word searches, crossword puzzles, or supplementary readings. Once the preliminary procedures and information have been completed, the students will record and code their daily intake for one or more days.

If the user does not code their daily intake, they may choose to enter each food individually on the computer. Directions are given sequentially as the user progresses through the program.

Our local advisory consisted of nutrition education and training consultants, a computer technology consultant, a cooperative extension home economists, program director for the Dairy Council of Michigan, and a computer programmer. Elementary and home economics teachers from our local area reviewed the program at various intervalls and assisted in the pilot testing.

LEARNING EXPERIENCES

The learning experiences provided by "EAT FOR HEALTH" are diverse and adaptable to many situations and grade levels. "EAT FOR HEALTH" can be used to analyze fad diets, school lunch menus, athlete's diets, or a "fast food" meal.

Future Homemakers of America (FHA/HERO)

Students could utilize "EAT FOR HEALTH" in a variety of ways. It could be used as an educational activity for the chapter or as a leadership activity whereby students would assist others in analyzing their diets. "EAT FOR HEALTH" has been used with great success in shopping malls as a nutrition awareness activity.

INSTRUCTIONAL RESOURCES

The program materials are available for $40.00 which includes the complete package and a disk. Back up disks are available for $5.00. The program is copyrighted, but activity sheets may be duplicated for classroom use. "EAT FOR HEALTH" is available by writing to:

Gloria Bourdon
Genesee Intermediate School District
Instructional Services Department
2413 West Maple Avenue
Flint, Michigan 48507

Since 1982, two revisions have been made to assure that popular food items were included and that the nutritional data base is correct.

IMPLEMENTATION

BUDGET AND FUNDING SOURCES

School districts may purchase the complete program for $40.00. Additional back-up disks are available for $5.00. This price includes insurance and postage. It is very inexpensive to integrate "EAT FOR HEALTH" into a home economics program or for use in community agencies.

USABILITY

"EAT FOR HEALTH" has been used extensively in grades 4 through 12 in home economics, science, health, and physical education classes. It has also been used in programs for pregnant teens, adult groups concentrating on weight control, and for senior citizens learning about basic nutrition.

The program is currently being used by over 300 Michigan teachers as well as many out of state. Genesee Intermediate School District plans to continue its dissemination, promotion, and continual updating of "EAT FOR HEALTH."

It will be available well beyond the 1985-86 school year. The only materials needed to use "EAT FOR HEALTH" is a microcomputer (Apple I or II, or IBM-PC). A printer is optional but helpful so students can receive an individual printout.

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STAFF

"EAT FOR HEALTH" should be used by teachers who have nutrition knowledge and can operate a microcomputer. The teacher's manual gives step-by-step directions as well as suggesting additional nutritional resources. The actual disk will provide directions on each frame so "EAT FOR HEALTH" is very easy to use.

Teachers should emphasize that this is a nutrition program not a microcomputer program. The final printout should be explained to students to maximize their understanding of the diet analysis. Having students work in pairs at the computer expedites the process and allows students to better understand how to operate the computer and follow the directions on the disk.

EVIDENCE OF EFFECTIVENESS

"EAT FOR HEALTH" has been reviewed by many home economists and dietitians. Marie Van Dame, Program Director of the Dairy Council of Michigan, and Jeanne Clark, Extension Home Economist, and Mary Cornford, Nutrition Educator, worked diligently with me as "EAT FOR HEALTH" was being developed to insure that material was correct and easy to use.

Dr. Irene Hathaway, MUS Home Economics Professor, reviewed and critiqued "EAT FOR HEALTH" along with other available nutrition software in a graduate class in 1983. The evaluation summary completed by graduate students indicated that "EAT FOR HEALTH" was comprehensive, easy to use, versatile, and favorable for various age groups.

Dr. Barbara Atkins, Home Economics Specialist, Michigan Department of Education, reviewed and recommended that "EAT FOR HEALTH" be integrated into the newly developed comprehensive statewide home economics curriculum.

A presentation was also made at the American Vocational Association Convention in Anaheim, California in December of 1983.

"EAT FOR HEALTH" was field tested in 1982, shortly after it was completed. After the material was field tested, minor revisions were made. Then, "EAT FOR HEALTH" workshops were presented to teachers, superintendents, principals, food service directors, child care educators, and many student groups.

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The impact of the computer nutrition program "EAT FOR HEALTH" was evaluated in three ways:

A. When teachers and administrators attended an inservice, they were requested to complete an evaluation describing their immediate reaction to the inservice, to the teacher/student/parent materials, to the computer program, and to the expected impact on student learning. Highlights from the data collected follow:

1. Of the 126 responses collected, all rated the inservice as "excellant" or "good."
2. Ninety-three (93) of 126 participants first impression of the "EAT FOR HEALTH" teacher packet was rated "excellant."
3. Sixty-six percent (66%) of 126 respondents rated the computer program as "excellant" and 33% rated it as "good."
4. Ninety-eight percent (98%) of the teachers that participated in the "EAT FOR HEALTH" workshop felt that their students would view the program as "excellant" or "good". Exemplary statements from "EAT FOR HEALTH" inservice participants follows:
   - "Looks like a good program - Thanks"
   - "Nutrition is very important and finally is brought to the student's and parent's attention by use of the computer. This will make it more enjoyable for learning."
   - "Excellent for high school and junior high school home economics classes."
   - "Any expansion at lower elementary will be appreciated."
   - "Thanks for a wonderful opportunity to motivate teachers and students in increasing their awareness of nutritional needs."
   - "I'm very pleased to see educational software available for school programs. Can't wait to start using it!"

Completed participant forms are available at Genesee Intermediate School District.

B. An evaluation form was included in the "EAT FOR HEALTH" packet. Participants were asked to complete the form after they have used the program with students. Participants that did not return the evaluation were sent a reminder in early May. A total of 30 evaluations were received. Highlights of the recipient evaluations were received. Highlights of the recipient evaluations follows:

1. Twenty-two (22) out of 30 respondents stated that their overall impression of "EAT FOR HEALTH" was "excellent". Eight respondents felt it was "good".
2. Sixty-six percent (66%) responded that the appropriateness of content was "excellent".
3. Fifty percent (50%) responded that the ease of using the program was "excellent" while 49% felt it was "good" or "fair".
4. Nineteen (19) out of 22 felt that the students' reaction to "EAT FOR HEALTH" was "excellent" or "good".
5. Twenty-five (25) out of 27 felt that the usefulness of the techers guide was "excellent" or "good".
6. Students in grades 3-12 have used the program with the majority being in grades 4-8.

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Exemplary statements from the "EAT FOR HEALTH" recipient evaluation follow:

- "The students were very enthused about the program and the parents were "enlightened" by their children's menus. I plan on using it again next year."
- "We are recommending this software as an excellent resource for all home economics teachers in the state. We have it listed on our home economics software list. Thank you for sharing this with me. Will you be developing any additional software?"
- "Unfortunately, our computers do not have enough memory to use this excellent program."
- "I love the program, but it won't work in our PET Commodore 64! Can it be programmed?"
- "EAT FOR HEALTH" was an available tool for reinforcing "food guide" information in a food service staff inservice. We hope to expand use during 1983-84 for students in the lunch room."

Individual recipient evaluations are available at Genesee Intermediate School District.

C. Prior to using "EAT FOR HEALTH" materials, students were randomly selected from seven classes in grades 4-8.

1. Students were given a written pre-test with questions pertaining to nutrition.

2. During May, after studying "EAT FOR HEALTH" materials and running the computer program, students were given a written post-test with questions pertaining to nutrition.

3. Pre/post-test results were tabulated and analyzed. Highlights of the pre/post-test evaluation follow:

   a. Three schools were selected to pilot the "EAT FOR HEALTH" project. Teachers were asked to give students a pre/post-test. One hundred and sixty four (164) students participated. Linden Middle School had a four point difference between pre/post-tests, whereas Whittier Middle School had a two point span. Haven Elementary also had a four point span.

   b. The average score differential was significant in each school. The increase in nutritional knowledge was substantial between the pre/post-test scores. In conclusion, it can be stated that "EAT FOR HEALTH" did provide a creative, innovative means of teaching nutrition to students.

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Flint, MI

FOR ADDITIONAL INFORMATION CONTACT

Gloria Bourdon
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Genesee Intermediate School
District
2413 West Maple Avenue
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PROGRAM TITLE

COOPERATIVE ADVENTURES IN NUTRITION: CAN
J.H. Rose High School
Elm Street
Greenville, NC 27834

TARGET AUDIENCE High school vocational food service students and handicapped kindergarten children

PROGRAM SUMMARY

CAN: Cooperative Adventures in Nutrition is a teaching-learning experience between vocational food service students at J.H. Rose High School and the developmental kindergarten class at Eastern Elementary School. Here the vocational students share their understanding of nutrition with an identified group of handicapped children.

PROGRAM GOALS AND PURPOSES

The vocational food service students will:

* Demonstrate an understanding of good health and proper nutrition.
* Teach their knowledge to an identified developmental kindergarten class.
* Develop pride in their work and an appreciation for craftsmanship.
* Develop occupational sanitation and safety habits; and put these habits to practical use.
* Develop individual initiative, responsibility, and leadership qualities as they work with the elementary children.
* Foster the development of self reliance and assuredness as a task is learned and then taught to another group.
* Develop awareness in community responsibility in sharing new knowledge with a handicapped group.
* Maintain positive human relationships that contribute to success in working with others and in serving the public.
* Demonstrate some skill in food preparation.
* Plan and use time efficiently, and practice teamwork and self direction in performing tasks.
* Institute a program which promotes greater understanding between youth and adults.

The developmental kindergarten students will:

* Develop an awareness of a wide variety of foods in the basic four food groups.
* Become aware of good eating habits.
* Improve social skills used at the table, at home, and at school.
* Develop simple cooking skills.
* Develop an awareness of sanitation and safety practices.
* Develop a more positive self-concept.
* Develop positive interpersonal relationships with older students and adults.
* Foster a positive relationship between school and home through class newsletters and a reception for parents.

Greenville, NC

PROGRAM DESCRIPTION

OBJECTIVES FOR LEARNER OUTCOMES: The food service students will have the following learning experiences:

* Learn basic nutrition information.
* Realize that educating others can be an additional function of the food service program.
* Develop a better understanding of handicaps.
* Make posters of the basic four for use in the kindergarten class.
* Produce nutritional snacks utilizing the basic four.
* Practice basic cooking techniques in the food service lab and then demonstrate these techniques to the kindergarten class.
* Give the kindergarten class an opportunity to work with the vocational students in the foods lab and thus reinforce motor skills.
* Better understand the nutritional needs of children.
* Understand the developmental risks of poor nutrition.
* Develop menus appropriate for the given group.
* Talk with the children on a one to one basis in helping them analyze their diets.
* Use flash cards with identified food groups to help the children place them in their correct group.
* Incorporate the ideals of Future Homemakers of America while working with the children.
* Create some fun, shared experiences such as school parties, Easter egg hunts, outdoor barbecues, and a planned luncheon.
* Help out on meaningful field trips.
* Understand the developmental levels of motor skills as one works in the lab with the children.

The developmental kindergarten tudents will have the following learning experiences:

* Categorize foods according to their basic food groups.
* Develop pouring, measuring, mixing, stirring, and carrying skills for classroom cooking.
* Practice table setting skills.
* Develop an awareness of reasons for eating nutritious meals and snacks through role playing and puppet activities.
* Participate in food lab activities which strengthen oral language and fine motor skills while developing nutrition awareness.
* Participate in preparing a variety of foods such as puddings, cookies, breads, applesauce, ice cream, jello, and soup.
* Increase social and language skills through a growing relationship with a high school friend.
* Increase their awareness of special holidays through parties and activities with their high school friend.
* Participate in meaningful field trips to the grocery store, dairy farm, bakery, a local restaurant, and neighborhood park.

Greenville, NC

CONTENT AND LEARNING EXPERIENCES:

The idea for the COOPERATIVE ADVENTURES IN NUTRITION began six years ago when Elaine Tschetter was working with a group of Future Homemakers of America (FHA) students who were part of a food service class. This group wanted to put on a Halloween party for some children. Knowing that the high school principal would not allow her students to miss any time outside of their scheduled home economics class, limitations were set. Mrs. Tschetter contacted the elementary school across the street from J.H. Rose High School and inquired about the kindergarten classes. She was put in contact with the developmental kindergarten teacher who immediately responded with enthusiasm.

Historically, the parents in the elementary schools are the ones who support the traditional classroom parties which occur around favorite holidays such as Halloween, Christmas, Valentine's Day, St. Patrick's Day, and Easter. The parents in the developmental class had not been a supportive group with such parties. Most parents worked, did not have transportation to the school, and their resources were limited. Mrs. Colardo has since seen a big improvement in parental awareness and interest in the subsequent five years. However, when the FHA group showed interest in working with her class, she was delighted, as were the vocational students.

FHA is an integral part of the home economics program at J.H. Rose High School. Now that the food service class if offered, all of these students are FHA members. Over the course of six years, Mrs. Tschetter and Mrs. Colardo have worked well together and have learned to respect each other's expertise. They each recognized the need to emphasize nutrition awareness with their respective classes. Working together, they identified some fun activities which both groups would enjoy.

In a given year, not all of these "adventures" necessarily occurred. Much depended on the intellectual level of the FHA group; money resources available; and time, which had to be planned around numerous catering events and other classroom, curriculum requirements. The same was true with the developmental class, since they, too, undergo structural testing and must also follow state curriculum, teaching guidelines. Project CAN is an added bonus to both programs. The teachers try to integrate project CAN on a monthly or bimonthly basis---working around all of the other scheduled school events, plus their respective curriculum requirements. This project has the endorsement of the vocational advisory committee as well as the endorsement of the Parents' Advisory Council for Exceptional Children. Below are a list of the activities which have been developed.

Greenville, NC

CLASS PARTIES:

Halloween, Christmas, Valentine's Day, St. Patrick's Day, and Easter

The FHA students prepare, in their classroom, cookies relevant in shape for the respective holiday. Example: pumpkin cookies made from real pumpkin and decorated creatively with jack-o-lantern faces for Halloween. Sugar cookies are frequently rolled out in various shapes using a motley collection of cookie cutters: hearts, shamrocks, Christmas and Easter themes.

As a part of these parties, the FHA students would plan a relevant activity for the kindergarten children to participate in, using motor skills. Example: Halloween puppets made of felt. The FHA group would cut out and partially sew them together. The kindergarten children would complete the puppets by gluing necessary pieces together. At Valentine's Day, the FHA group would cut out heart shapes and then guide the elementary children on a one-to-one basis in completing their Valentine. Again, it provides a lesson in motor development. At Easter, similar things have been done, this time using sheep and other Easter signs.

The big yearly event at Easter would be the planned Easter egg hunt. Here the FHA group have used their cake decorating skills in baking a large bunny cake for both classes to enjoy. Either real or candy wrapped eggs would be hidden for the children to find. A prize was always given in the form of a creatively decorated crown or bunny ears. On occasion, one of the FHA students would dress up as an Easter Bunny to entertain the children.

At these parties, the vocational students would frequently read a relevant story to the class, sharing their storytelling talents as well.

Some examples of activites are:

* Cooperative cookie cut-out lessons
* Bread demonstrations
* Basic four posters
* Flash cards
* Menu planning

In the course of study, it is learned that 90 percent of the developmental students qualify for a "free" lunch according to federal guidelines; and that a majority of the five-year-olds live in low-income federal housing projects within the city. Although the students change from year to year, the class description remains essentially the same. Keeping this information in mind, the menus reflect low budget items, local food preferences, ethnic tastes, as well as color, texture, interest and variety. These menus are presented to the kindergarten class in a folder to have them share at home.

Greenville, NC

SHARED MEALS:

In conjunction with menu planning efforts, the high school students host their five-year-old friends for a lunch in the Blue Rose Cafe. Using their knowledge of the basic four, nutritional needs of children, as well as cost factors, a lunch menu is selected. Again, this varies from year to year, but a favorite of both groups is spaghetti, homemade tomato sauce and meatballs; homemade Italian bread and butter; a creative salad of apple slices, celery, raisins, marshmallow and cheese all combined to shape a smiling face; a jello-fruit salad; and an originally designed gingerbread cookie. A student usually volunteers to read the traditional gingerbread boy story to the children after they have enjoyed their lunch. The gingerbread theme is carried out on the invitation sent to Mrs. Colardo's class, as well as name tags for all the children and high school students in the shape of gingerbread boys. This allows the vocational group some creativity in designing such items. The elementary children respond with a thank you note, setting the scene for social skills.

The elementary children also extend to the high school group an invitation to share a meal which they have prepared in their classroom. In conjunction with the reading of the story "Stone Soup" by Marcia Brown, each child brings from home a different vegetable which is to become part of their own version of a real "stone soup." Mrs. Colardo delights with the community cooperation from all parents, and is pleased that the children should take such pride in their contribution to the luncheon. As a part of their classroom lesson, the children talk about meal planning, reinforcing the nutritional importance of all food groups. The kindergarten children participate in the preparation of the vegetable soup (which does, in fact, contain a real stone), they make a jello-fruit salad, prepare pudding for desert, and cheerfully decorate the tables.

Additional activities include:

* Fruit-vegetable activities
* Daily foods analysis
* Outdoor barbecues
* Homemade ice cream, pudding and applesauce
* Open house for parents
* A pizza bash

Greenville, NC

IMPLEMENTATION

BUDGET AND FUNDING SOURCES

ACTIVITY	N.C. STATE FUNDS-411	FOOD SERVICE CLASS and/or FHA FUND	KNIGHTS OF COLUMBUS and PTA*	AMOUNT
Class Parties		X		$ 48.33
Cookie Cut-outs	X			17.48
Bread Demonstration	X			18.89
Basic 4 Poeters		X		10.78
Flash Cards		X		9.82
Menu Planning	X			6.09
Shared Meals		X		71.49
Fruit/Vegetable Lab Activity			X	48.25
Daily Food Analyzed	X			4.88
Outdoor Barbecue		X	X	45.89
Ice Cream Party			X	15.10
Applesauce Lab			X	10.48
Pudding Lab			X	10.15
Stone Soup			X	30.65
Easter Egg Hunt		X		35.79
Open House for Parents			X	35.02
Scrapbook/film		X		60.88
Gas/Milleage--100 miles cost absorbed by both teachers				24.00
TOTAL				$503.97

* PTA — from Eastern Elementary School
Knights of Columbus -- Retarded Childrens' Fund

Greenville, NC

BUDGET AND FUNDING

The budget for CAN is clearly shown in the preceding chart. There are no installing costs since the project utilizes existing equipment in the food service lab. The cost for implementing such a successful program is clearly within the capabilities of any school district or community agency. It should be noted that the existing classroom lab is much smaller than a normal home economics food lab since it was once a normal classroom. Thus, even under limited space, numerous activities occur in the Blue Rose Cafe.

As indicated in the chart, the FHA group raises money for CAN through various projects. Frequently, the students learn to prepare an item and will then sell a similar product. Such activities include: cupcakes, decorated cakes, homemade lollipops, breads, pies, and catering luncheons, receptions, and dinners. CAN also depends upon parent volunteers to drive students to and from the schools as well as to the night time catering activities.

USABILITY

An advantage of CAN is that it is easily adaptable to a variety of audiences. Any school district with both a vocational home economics program and an elementary program can use the concepts stated here. It would lend itself well to use by preschool groups such as Head-Start or other early childhood programs. It could be used in inner-city schools, suburbs, rural, or urban settings. It could involve other programs for handicapped, disadvantaged, or normal children within early elementary school grades. It would work well with junior high level students as well as high school aged.

This project is currently in operation and there are active plans to continue with it. This program may be observed through the 1986 school year as well as succeeding years. An advantage of CAN is that no special facility is required other than two classrooms. The elementary classroom has within it a small sink which is useful. The high school food service lab, as stated above, was once a normal classroom, and so it is small in size compared to the usual food lab. It has a few pieces of institutional equipment but these are certainly not required.

STAFF

Elaine R. Tschetter

B.S. Framingham State College; Framingham, MA. Vocational Home Economics Education

M.A. Michigan State University; East Lansing, MI. Child Development.

15 years teaching experience: Home Economics; Secondary Level

Greenville, NC

Emalynn Colardo

B.S. East Carolina University; Greenville, NC. Early Childhood Education.

M.A. East Carolina University; Greenville, NC. Learning Disabilities.

Currently earning: Master Certification of Early Childhood Education of the Handicapped.

15 years teaching experience: Elementary Level

Emily Wilson

A.D. Pitt Community College; Greenville, NC. Early Childhood.

1 year experience as a teacher's aide

EVIDENCE OF EFFECTIVENESS

Nutrition information utilized in this project has been validated by the North Carolina Vocational Home Economics Department: curriculum guide for food service class. A similar curriculum guide is also published by the Department of Public Instruction for the developmental kindergarten class.

Documentation of the success of this program is evident from essays written by the vocational students, field testing with both school groups, photos and newspaper articles, the endorsement of vocational personnel at all levels including the advisory committee, as well as the endorsement of personnel in the field of exceptional children and their advisory committee members.

This project received national recognition by placing second in the nation among over 300 applicants in the Fleischmann's SHARE THE HEALTH CONTEST, May 1984. This award has made available a $1000 scholarship to be used by a vocational student who participated in this project last year.

RATIONALE

The food service class at J.H. Rose High school, instituted seven years ago, has grown from a bare classroom to a workable food service laboratory. The students now cater numerous school functions from receptions, luncheons, and dinners to outside parties within the community. The students have dubbed their classroom lab, the "Blue Rose Cafe," and they operate under this name.

Greenville, NC

Besides the many lab and food catering functions which are done throughout the school year, Mrs. Tschetter and her students have worked with the developmental kindergarten class with the support and complete cooperation of the teacher, Mrs. Emalynn Colardo.

The COOPERATIVE ADVENTURE IN NUTRITION project was designed to provide the kindergarten students with basic nutritional information and some simple cooking techniques, as well as an opportunity for the vocational students to put to practical use some of their newly gained knowledge. The food service students are involved on a one-to-one basis with the kindergarten students from September through May. The periodic visits, which occur at both the high school and elementary school, have allowed personal relationships to develop between the food service students and the kindergarten students.

In addition to enriching the curriculum for the developmental program, the CAN project has been an important teaching tool for the vocational students. It has allowed these students to test their new knowledge and skills and to learn that educating others can be an additional function of the food service program.

The reason for selecting the developmental kindergarten class was because their need for concentrated instruction and continued reinforcement in all areas of learning was recognized. Midyear evaluation and observation along with further formal educational testing, points to the broad range of handicaps in the developmental kindergarten. Handicapping conditions include: TMH (Trainable Mentally Handicapped), MH (Multiple Handicapped), EMH (Educable Mentally Handicapped), EH (Emotionally Handicapped), Health Impaired Handicaps, Language Impaired, and Language Delayed. On a practical level, the developmental kindergarten class was located across the street from J.H. Rose High School until this year when it was moved to another elementary school in the city of Greenville, a few miles away from its former site.

Another reason for selecting this group of five year olds was the fact that the children come from low income families where their access to nutritional information was thought to be more limited.

The participants in this project agree with Donna Watson, president-elect of the American Dietetics Association, who feels that our preschool and early primary grade children should be indoctrinated with the notion that nutrition is basic to preventing disease and maintaining health. She is quoted in a recent newspaper article as saying, "You really need to educate adults to be committed to good nutrition and good health or they'll never really inculcate it in their children." This project addresses such a statement by educating the young adults in the food service class---some of whom already have children of their own.

Greenville, NC

On a national level, it can be proudly announced that this project received recognition last May, 1984, in being awarded second place in the Fleischmann's SHARE THE HEALTH AWARD. Such recognition is evidence of excellence on a national scale where nearly 300 applicants participated. This award has resulted in a $1,000 scholarship to be given to participating seniors in the project. It also allowed the food service students an opportunity to attend the J.H. Rose High School's Academic Awards Banquet. This prestigious honor would not have been allowed without such national recognition of excellence. As an added bonus to the class, Fleischmann's sponsored a pizza bash where both the vocational and elementary students were able to sit side by side and enjoy a meal catered by someone other than themselves.

The results in a recent two year study by the National Coalition of Advocates for children state that millions of poor, handicapped and minority students were being cheated by U.S. public schools. "The United States cannot afford to leave underdeveloped the talents of millions of children who happen to be born different by virtue of race, language, sex, or income status." The panel continues to say that minority and poor children do not matter as much to some school officials. Harold Howe II, U. S. Commissioner of Education, is quoted as saying, "State and local financing of schools adds up to a conspiracy to spend more money on rich kids and less money on poor kids." The report says that federal funding for remedial programs and health and nutrition programs had been cut. Cooperative Adventures in Nutrition addresses itself to this issue at hand since a majority of both groups in the target audiences have minority status, are poor, and also handicapped.

Greenville, NC

DESCRIPTION OF THE FOOD SERVICE CLASS

Teacher: Elaine R. Tschetter

Location: J.H. Rose High School; Greenville, North Carolina

Students: Enrollment number varies yearly. There are two sections with a total of twenty students.

Description of Students:

A majority of the students enrolled in the food service class have limited backgrounds. On an average, the students have weak language arts skills with their average reading level being grade six, their California Achievement Test scores in the 33rd percentile, and some of the students have been designated as "slow learners." Economically, the students are from lower middle class or "disadvantaged" homes. This year, eight of the twenty students live in low income federal housing projects. Their self images and their school performances have not usually been positive.

What make this project especially meaningful is the effect it has had on my food service students. Working with the kindergarten children has been a joy and has given the high school vocational group a feeling of accomplishment, good will, and a sense of worth. Being able to share what they have learned about nutrition has been especially rewarding for them.

Recently, the food service students prepared and served a dinner for over 250 school volunteers who had served the Greenville City School System. At this dinner was a young mother who was not only a parent volunteer, but also a student who had once been involved in this project CAN. She told her former instructor that the reason she had volunteered her services as a parent was because she remembered helping the handicapped children while she was in high school. She knew how much the children gained from reinforced learning, and she had developed a sense of community responsibility. This is an example of an added bonus in the affective domain of project CAN.

All members of the food service class are also active FHA members. FHA is an integral part of the total experience in the food service class. Students hold monthly and many times bimonthly meetings, plan numerous fun activities, and incorporate these fund activities with project CAN.

Greenville, NC

DESCRIPTION OF THE DEVELOPMENTAL KINDERGARTEN CLASS

Teacher: Emalynn Colardo

Aide: Emily Wilson

Location: Eastern Elementary School; Greenville, North Carolina

Students: The enrollment varies yearly with approximately twelve developmentally delayed students who are aged five to six but who function at the three to four year old level.

Description of Students:

The developmental kindergarten provides special class placement for identified children ages five to six years old. These children are identified from four primary K-3 schools in Greenville as well as any developmental pre-school programs for children entering public school.

The focus of the program is on the child and avoids the stigmatizing effect of early labeling. The most significant long-range goals are that the children show a significant decrease in the discrepancy between their language level and their developmental level, that they develop more age appropriate motor skills, and that by June, 1985, 85 percent of the children will have shown significant improvement in socialization and adaptive behavior. It is hoped that these children will eventually fit into a normal classroom.

Midyear evaluation and observation, along with further formal educational testing, points to the broad range of handicaps in the developmental kindergarten. Handicapping conditions include: TMH (Trainable Mentally handicapped), MH (Multiple Handicapped), EMH (Educable Mentally Handicapped), EH (Emotionally Handicapped), Health Impaired Handicaps, Language Impaired, and Language Delayed.

Parent and community volunteers assist in making this program an appropriate learning experience for the children.

Greenville, NC

CALENDER OF EVENTS FOR COOPERATIVE ADVENTURES IN NUTRITION

MONTH	ACTIVITY	ELAINE TSCHETTER	EMALYNN COLARDO
SEPTEMBER:	- Meet to plan yearly events	X	X
	- Applesauce lab		X
	- Learn to use 20-quart mixer	X	
	- Emalynn talks to food service class describing the developmental class	X	X
OCTOBER:	- Make bread/rolls	X	
	- Introductory activity: bread lab	X	X
	- Pumpkin bread lab		X
	- Quick bread lesson	X	
	- Make basic four posters	X	
	- Present nutrition lesson	X	X
	- Halloween puppets/party	X	X
NOVEMBER:	- Bread demonstration at Blue Rose Cafe: alphabet letters	X	X
	- Trip to grocery store-bakery-dairy		X
	- Thanksgiving luncheon		X
	- Banana bread lab	X	
DECEMBER:	- Learn to make cut-out cookies	X	
	- Cookie lab: Christmas theme	X	X
	- Gingerbread boys/storytelling	X	X
JANUARY:	- Meet to plan second semester	X	X
	- Study meal planning	X	
	- Nutrition awareness-Dental Hygiene Week		X
	- Luncheon at the Blue Rose Cafe	X	X
	- Trip to grocery store-produce		X
FEBRUARY:	- Prepare flash cards	X	
	- Prepare weeks menu	X	
	- Analyze food diets	X	X
	- Valentine party with valentine exchange	X	X

Greenville, NC

CALENDER OF EVENTS, CONT.

MONTH	ACTIVITY	ELAINE TSCHETTER	EMALYNN COLARDO
MARCH:	- Plan market order for fruit and vegetable lab	X	X
	- Grocery store field trip	X	X
	- Prepare fruit/vegetable lab	X	
	- Fruit/vegetable tasting party	X	X
	- St. Patrick's Day cookie cut-outs	X	X
APRIL:	- Stone soup activity	X	X
	- Prepare Easter egg favors/cake	X	
	- Easter egg hunt	X	X
	- Open house for parents	X	X
MAY:	- Plan games/prizes for barbecue	X	
	- Plan for food items for barbecue	X	X
	- Barbecue at the park	X	X
	- Pizza bash--if money allows	X	X

This is a calendar of events directly relating to the joint activities for project CAN. Funding for these activities is generated through catering activities by the vocational students at the Blue Rose Cafe. These catering activities are not included in this schedule of events.

FOR ADDITIONAL INFORMATION CONTACT:

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(919) 752-0211

Emalynn Colardo
Eastern Elementary School
Greenville, NC 27834

PROGRAM TITLE NUTRITION WITH GOOD TASTE
Granite School District
340 East 3545 South
Salt Lake City, Utah 84115

TARGET AUDIENCE K - 6

PROGRAM SUMMARY

Certified home economics teachers as nutrition specialists teach a series of six lessons to each class in the elementary school. Sequenced curriculum at three levels ("A" for grades K-2, "B" for grades 3-4, and "C" for grades 5-6) provide tasting experiences which reinforce concepts taught. Follow-up activities are provided for the classroom teacher who remains in the room during the presentation. The "nutrition lady" provides inservice opportunities for the classroom teacher to further expand nutrition resources and knowledge.

PROGRAM GOALS AND PURPOSES

Nutrition education is universally needed regardless of income, geographic location or level of education. In the public school system, nutrition education starts too late (in junior high) and does not reach enough students. Few elementary school teachers have ever had a college class in nutrition as part of their training, and very few give adequate class time and impetus to the teaching of nutrition. For these reasons and others, it was determined that there was a need for a systematic nutrition curriculum starting in the elementary grades. The need was also recognized for teacher inservice, including the update of nutrition information and teaching methods for specific grade levels.

Therefore, our main goal is to improve nutrition for elementary age students and to increase knowledge and skills of elementary school teachers, students, and parents pertaining to good nutritional practice and teaching.

PROGRAM DESCRIPTION

The Elementary Nutrition program in Granite School District is now in its 12th year. It was initiated in 1973 with the goal to improve nutrition for elementary age students and to increase knowledge and skills of elementary school teachers and students pertaining to good nutritional practice and teaching.

This program now has a staff of four certified home economics teachers who travel from school to school presenting a series of six lessons to each classroom. The classroom teacher remains in the room to observe the content and teaching methods used in the presentation.

Salt Lake City, UT

The lesson materials are geared to the grade levels with the concepts building upon each other as the student moves to a higher grade. With our present staff, we can teach in about one-half of the 60 elementary schools in the district each year. Thus, in a two-year period, all of the elementary schools participate in the program.

OBJECTIVES FOR LEARNER OUTCOME

The objectives for the learner are stated in measurable terms using behavioral objectives for each lesson. They are consistent with our goal of teaching nutrition knowledge to elementary school students. The learning objectives are appropriate to each grade level.

The format of the curriculum is designed for 3 levels--Level A for grades K-2, Level B for grades 3-4, and Level C for grades 5-6. Each level contains 6 lessons.

CONTENT

In this exemplary, and innovative program, there is room for individual creativity and adaptability. The program has been designed for a full time certified home economics teacher, acting as a resource person, to go into each classroom in an elementary school for one 30-45 minute period one day a week for six weeks. Other ways of adapting this program may be: 1) a pilot program of 6 weeks with a part time home economics teacher, 2) an individual elementary classroom teacher using those sections of the curriculum for the grade level, 3) an entire elementary school may adapt the curriculum with each teacher using the sections appropriate for their grade level. This would involve the entire school in a sequential nutrition education program.

LEARNING EXPERIENCE

Included in the curriculum are learning strategies, ready-to-use supportive materials, and other helpful teacher resources such as a nutrition glossary.

A second volume of helpful materials called Elementary School Classroom Nutrition was produced as a result of inservice workshops for elementary school teachers. Each year inservice programs are provided.

The Utah Diary Council has also been very helpful in supplying materials to complement the learning experience materials in this program.

Salt Lake City, UT

With each lesson, a student worksheet or handout is provided. The children are encouraged to take these home and share what they have learned with their families. The learning experiences are designed specifically for each grade in a way that is exciting and innovative for that age group. Such things as puppet stories, puzzles, posters and games are used. The unique feature in each lesson is a tasting experience related to the lesson.

INSTRUCTIONAL RESOURCES

The Two volumes of curriculum, Nutrition With Good Taste and Elementary School Classroom Nutrition - Ideas and Projects, are available through Granite School District, Salt Lake City, Utah. These materials may be reproduced and used at the discretion of the teacher.

Credit has been given for any source of materials that are not original.

IMPLEMENTATION

BUDGET AND FUNDING SOURCES

Initially the program was funded from vocational set aside funds. In subsequent years, supportive funding was received from Nutrition Education Training Funds. Currently the cost of the program is funded from district vocational funds.

Basic funding needs include salaries, supplies for visual aids and printing, minimal equipment, and food costs. Example for a six-week program for about 800 students is as follows:

Suggested Budget

6 week (30 days) Elementary Nutrition Program
24 teaching days 6 preparation days
Teach each class (student) 6 times (6 lessons)
About 800 students can be taught in 6 weeks

Some possible costs

Food for tasting experiences	$ 300.00
Equipment	100.00
Printing costs of handouts 1 per student lesson (4800 papers)	100.00
Visual Aids	200.00
Possible salary $8.50/hr X 7 hr. day X 30 days	1,800.00
TOTAL	$2,500.00

If salary rate of selected nutrition specialist is higher, the budget will need adjusting.

Salt Lake City, UT

USABILITY

Although this program has been designed for elementary school students, it is a basic nutrition program that could be adapted for other audiences.

The program is currently in operation in all 60 of Granite School District's elementary schools, and will be expanded into 3 other districts in the state this next year. Visitors are welcome at anytime during the regular school year.

The facility required for this program is the conventional elementary school classroom. The resource teacher moves from room to room using a cart to transport her materials.

STAFF

The staff requirement is at least one certified home economics teacher. It is possible, with careful scheduling, for a full time person to teach 7-10 classes per day. It is necessary to work closely with the principal and the teachers to fit conveniently into the school schedule.

EVIDENCE OF EFFECTIVENESS

The program was written by teachers with home economics degrees with nutrition emphasis. It was reviewed by both the district and state home economics specialist.

The originating teacher did her masters thesis evaluating the effectivness of the program. This thesis shows an increase in cognitive knowledge of nutrition and a positive attitudinal change toward choosing nutritious foods.

Additional evidence of the program effectiveness is the need to revise and update the program, especially in the 5th and 6th grades, to teach more challenging concepts. The junior high schools have also had to revise their curriculum to a more challenging level to meet the needs of the students as they have come through this elementary nutrition program.

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LEVEL A

Overview

The focus in Level A (grades K-2) is to acquaint the children with a wide variety of foods. Each food group is introduced. Learning activities help students identify which foods belong in each group. Other topics, such as good breakfasts, dental hygiene, cleanliness, and manners are introduced.

LESSON 1: GOOD FOOD BUILDS HEALTHY BODIES
(Fruit and Vegetable Group)

Concept 1: A variety of nutritious food is needed for a person to grow, develop, have energy, and function properly.

Concept 2: Fruits and vegetables compose one of the Basic Four food groups.

Behavioral Objectives:
At the end of this lesson, students will be able to:
a. Identify 10 foods that are nutritious.
b. Give one reason for eating nutritious foods.
c. Name six fruits and six vegetables
d. State whether the fruits and vegetables listed in part (c) grow on bushes, trees or in the ground.

LESSON 2: BREAKFAST RIGHT - THINK BRIGHT
(Grain Group)

Concept 1: A good breakfast every morning helps a person feel good and do their best work.

Concept 2: One of the four food groups is classified as the Grain group.

Behavioral Objectives:
At the end of this lesson, students will be able to:
a. Give one reason why breakfast is an important meal.
b. List foods that make up a nutritious, appetizing breakfast.
c. Identify five foods from the grain group.

LESSON 3: HEALTHY TEETH MAKE PRETTY SMILES
(Milk Group)

Concept 1: Dairy products make up the milk group.

Concept 2: Proper dental care is important for healthy teeth and gums.

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Behavioral Objectives:
At the end of this lesson, students will be able to:
a. Identify five foods from the milk group.
b. Share rules for good teeth care.

LESSON 4: CLEANLINESS AND GOOD MANNERS
(Meat Group)

Concept 1: Having clean hands and face and using good manners makes mealtime pleasant.

Concept 2: The foods classified as the meat group are meats, fish, eggs, and peanut butter.

Behavioral Objectives:
At the end of this lesson, students will:
a. Practice good manners while eating their Taste Time snacks.
b. Name 5 foods that belong to the meat group.

LESSON 5: THE BASIC 4 FOOD GROUPS

Concept 1: Almost all foods can be placed in one of the 4 basic food groups. Foods from each group should be eaten every day.

Behavioral Objectives:
At the end of this lesson, students will be able to:
a. Place 10 different pictures of food in their correct basic four food group.
b. Select a balanced meal from a variety of pictures of food.

LESSON 6: REVIEW

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LEVEL B

Overview

The focus in Level B (grades 3-4) is to elaborate on the Basic 4 guide to good nutrition. Planning balanced meals, learning the simple functions of six nutrients (Vitamins A, C, D, Calcium, Iron, and Protein), and the food sources of these nutrients are the topics emphasized.

LESSON 1: THE BASIC 4 FOOD GROUPS

Concept 1: Almost all foods can be placed in one of the basic four food groups.

Concept 2: A balanced meal includes at least one serving of food from each of the four food groups.

Behavioral Objectives:

At the end of this lesson, students will be able to:

a. Match pictures or models of food to the basic four food group in which they belong.
b. Identify a balanced meal.

LESSON 2: NUTRIENTS

Concept 1: Nutrients are chemical substances obtained from food during digestion. They are necessary to build and maintain body cells, regulate body processes and supply energy.

Behavioral Objectives:

At the end of this lesson, students should be able to:

a. Name six nutrients (Vitamins A, C, D, Calcium, Iron, and Protein).
b. Name at least one good food source for each of the nutrients listed in item (a).
c. Explain the function of nutrients in the body.

LESSON 3: FRUIT AND VEGETABLE GROUP

Concept 1: Four servings from the fruit and vegetable group should be eaten each day.

Behavioral Objectives:

At the end of this lesson, students should be able to:

a. Recognize and name 20 different fruits and vegetables.
b. Explain one function for each of the main nutrients in the fruit and vegetable group. (Vitamins A and C)
c. Name one good food source of Vitamin A, and one source for Vitamin C.

LESSON 4: GRAIN GROUP (BREAD AND CEREAL)

Concept 1: Four servings from the grain group should be eaten every day.

Behavioral Objectives:

At the end of this lesson, students should be able to:

a. Name 3 different grains and a product made from each grain.
b. Explain why it is important to eat foods from the grain group each day.
c. State how many servings are needed each day from the grain group.
d. Define the term "enriched."

LESSON 5: MILK GROUP

Concept 1: Elementary school children need three 8-oz. cups of milk each day.

Behavioral Objectives:

At the end of this lesson, students will be able to:

a. Name four milk products.
b. Identify calcium as the bone building mineral found in milk.
c. Tell how many servings from the milk group are needed each day by elementary school children.

LESSON 6: MEAT GROUP

Concept 1: Two servings from the meat group should be eaten each day.

Behavioral Objectives:

At the end of this lesson, students should be able to:

a. Name four foods that belong in the meat group.
b. Name two foods that are part of the meat group but are not meat.
c. Tell how many servings are needed each day from the meat group.

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LEVEL C

Overview

The focus of Level C (grades 5-6) is to expand the knowledge of nutrients and their functions. Planning balanced menus for a whole day and learning the six nutrient categories (protein, carbohydrate, fat, vitamins, minerals and water) and their functions are topics that are covered.

LESSON 1: THE BASIC 4 FOOD GROUPS

Concept 1: Foods can be grouped into one of the basic 4 groups or the "other" category for sugar and fats.

Concept 2: A balanced diet for one day for a child should contain 4 servings of fruits and vegetables, 4 servings of grains, 3 servings of milk, and 2 servings of meat.

Behavioral Objectives:

At the end of this lesson, students will be able to:
a. Determine which food group specific foods belong in.
b. Plan a balanced menu for one day.

LESSON 2: NUTRIENTS

Concept 1: There are six major categories of nutrients: proteins, fats, carbohydrates, vitamins, minerals, and water.

Concept 2: Each food group contains foods rich in specific nutrients

Behavioral Objectives:

At the end of this lesson, students will be able to:
a. Name the six basic nutrients and categorize them; i.e., Niacin is a vitamin.
b. Tell which food group or groups provide the best source for each of the six nutrient categories.
c. Answer questions concerning the function of nutrients in the body.

LESSON 3: FRUIT AND VEGETABLE GROUP

Concept 1: The fruit and vegetable group is an excellent source of vitamins A and C.

Behavioral Objectives:

At the end of this lesson, students should be able to:
a. Name or identify 30 different fruits or vegetables.
b. Tell one main function for each of the main nutrients in the fruit and vegetable food group. (Vitamins A and C)
c. Identify good food sources for Vitamins A and C.

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LESSON 4: GRAIN GROUP

Concept 1: The grain group contains food high in carbohydrate, thiamin, iron, and niacin.

Behavioral Objectives:

At the end of this lesson, students should be able to:

a. Name five different grains.
b. Name five products made from five different grains.
c. Name at least three nutrients found in the grain group and explain their function in the body. (Carbohydrates, thiamin, niacin and iron)

LESSON 5: MILK GROUP

Concept 1: Milk products are an important source of calcium, vitamins A and D, protein, and riboflavin.

Behavioral Objectives:

At the end of this lesson, students should be able to:

a. Name six milk products
b. List three nutrients found in milk and explain about the function of each in the body. (Calcium, Vitamins A and D, protein and riboflavin)

LESSON 6: MEAT GROUP

Concept 1: The meat group is a good source of protein, iron, fat, thiamin, and niacin.

Behavioral Objectives:

At the end of this lesson, students should be able to:

a. Name 10 foods from the meat group including four meat substitutes.
b. Name the nutrients found in the meat group and state the major function of each. (Protein, iron, fat, thiamin, and naicin)

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FOR ADDITIONAL INFORMATION CONTACT:

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PROGRAM TITLE

FOODS AND NUTRITION EDUCATION
Sumrall High School
Sumrall, Mississippi 39482

TARGET AUDIENCE

Vocational Students - grades 10-12

PROGRAM SUMMARY

Foods and Nutrition, a one semester course, is designed to teach basic nutrition to vocational students in grades 10-12 and to permeate all areas of good nutrition. The course is designed to reach the needs of individual students by teaching proper nutrition for the teenager during special periods of life. The curriculum also includes areas of meal planning, preparation and serving, nutrition during pregnancy, special diets for the health of children, the elderly, the athlete, special medical problems, and weight control.

PROGRAM GOALS AND PURPOSES

The overall goals of nutrition education are:

1. To instill in the teenage student living skills, values and behavior with an understanding of the body needs for adequate nutrition throughout life.
2. To guide the student in acquiring a knowledge of skills for planning menus for all dietary needs and through decision making processes of determining the best method of selecting, purchasing, preparing, and storing of foods.
3. To develop problem solving skills in food and nutrition by selecting, adapting and implementing learning activities to achieve the basic concepts and objectives suitable for the abilities of the teenage students.

Unit goals are designed to equip the high school student to:

1. List the food groups, state the necessary number of daily servings in each group, and use this information to evaluate personal eating habits.
2. Develop an outline that includes the six nutrients and their respective functions and sources.
3. Identify health and physical differences that require nutritional attention and discuss ways to adapt family food patterns to meet individual needs.
4. Relate the way food is grown, handled and labeled as it relates to its nutritive value at the time of consumption and its safety for consumption.

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The purpose of nutrition education at Sumrall High School is:

To teach basic nutrition education to vocational high school students in an atmosphere which would enhance academic competence so that skills can be utilized in daily living throughout life.

Specific purposes are for the students to have an understanding of:

1. Nutrition and the way the body uses food to live, to grow, to keep healthy and well, and to get energy to work and play.
2. The nutrients needed for growth and proper health.
3. The need for nutrients in varying amounts for all persons, throughout life, depending on the age, sex, activity, and state of health.
4. The handling of food affects the amount of nutrients, its safety, quality, appearance, taste, acceptability, and cost.

PROGRAM DESCRIPTION

Nutrition education is a one semester course designed to reach vocational education students in grades 10-12. The general concepts are:

1. Nutrition is the way the body uses food. We eat food to live, to grow, to keep healthy and well, and to get energy to work and play.
2. Food is made up of different nutrients needed for growth and health. Nutrients include protein, carbohydrates, fats, minerals, vitamins, and water.
3. All persons, throughout life, need the same nutrients but in varying amounts. The amounts of nutrients needed are influenced by age, sex, activity, and state of health.
4. The way food is handled influences the amount of nutrients, its safety, quality, appearance, taste, acceptability, and cost.

The objectives for the learners outcome are:

CONCEPT I

1. To know three observable and three hidden indicators that all living things require food to grow.
2. To know three reasons people eat.
3. To know five reasons for preferring a particular food.
4. To know four meal patterns by which nutritional needs may be met.

5. To be familiar with the "Recommended Dietary Allowances" method of calculating nutritional needs.
6. To know the four food groups and the required number of servings of each group needed daily for sound nutritional meals.
7. To know food groups to which food items belong.
8. To know the food items that a school lunch includes and how the lunch helps meet the daily requirements for food.
9. To know nutritional value of snacks.
10. To teach a nutritional concept.

CONCEPT II

1. To know the concepts of nutrients and nutrition.
2. To know the six nutrients essential for human health.
3. To know at least three food sources for carbohydrates, fats, and proteins in the diet.
4. To know the functions of at least five vitamins and two food sources for each vitamin.
5. To know the function of water in the diet.
6. To understand the digestive and absorptive processes of the body tissues.
7. To understand ingestion of the six nutrients.

CONCEPT III

1. To know three health and physical problems that require special nutritional attention.
2. To know three reasons for the importance of consulting a doctor or dietician and for the importance of following their recommendations about special diet requirements.
3. To know four special nutrition requirements of a pregnant woman.
4. To know three ways to determine an overweight condition.
5. To know four ways to differentiate between nutritionally safe and nutritionally dangerous ways of losing weight.
6. To know special nutritional requirements of an athlete.
7. To know the names of six types of disease control of convalescent diets.
8. To know five special nutrition requirements of a diabetic.
9. To know five special nutrition problems of the elderly.
10. To know four ways to promote nutrition for the elderly.

CONCEPT IV

1. To know four ways mealtimes can be made more pleasant.
2. To know three ways culture and religion influence the choice, preparation, eating and serving of foods.
3. To know four regional differences in food choices in the United States.

4. To know three reasons the acceptability of food is enhanced by using a recipe.
5. To understand differences between good and bad techniques of food preparation as they relate to appearance of food and nutrient preservation.
6. To know three ways to store food to prevent contamination, loss of quality, and loss of nutrients.
7. To know four consumer practices to apply when purchasing food.
8. To understand the historical background of present day labeling laws.
9. To understand nutrition information on labels.

CONTENT

The nutritional education course is exemplary in that it sets standards of student participation, involvement, and achievement which forms trends for other nutrition programs to follow. Often the faculty, staff members, elementary students, special education students, senior adults, and other community resource persons are involved in promoting the effectiveness of the nutrition program.

The Foods and Nutrition course is innovative in that it is designed to reach the needs of individual students by teaching proper nutrition for the teenager during special periods of life. The curriculum includes areas of meal planning, preparation and serving, nutrition during pregnancy, special diets for health of children, the elderly, the athlete, special medical problems, and weight control.

The curriculum is creative due to the fact that teaching materials are developed by the teacher and students. These materials have been made more effective by input and participation from interested parents, former students, and teenagers in the program.

The content of the program is adaptable in that the curriculum is designed to meet the student's needs at their economic and educational level. In this rural school, it is imperative that the curriculum be implemented to meet the needs of all educational levels and various economic problem situations of the community.

BASIC PRINCIPLES

The basic principles taught are:

1. The necessity to evaluate personal eating habits throughout life.
2. Nutrients have a major influence upon all body functions.
3. Sources of nutrients must be of adequate quality to promote their utmost use by the body.

4. Nutrition has a direct influence upon body wellness, disease, and/or health recovery.
5. Nutrition is essential in special situations such as pregnancy, athletic participation, aging, and weight control.
6. Proper food handling by producer, processor, and consumer is of utmost importance to maximize the nutritive values of food.

INSTRUCTIONAL STRATEGIES

Instructional methods are many and varied to include both the cognitive and affective domains. Instructional methods include the following methods of instruction from the cognitive domain.

1. Developing knowledge by the ability to recall nutritional information.
2. Developing a comprehension of materials on good nutrition.
3. Applying knowledge learned through Food and Nutrition.
4. Analyzing nutritional information to be used throughout life.
5. Evaluating foods and nutrition ideas, procedures and methods of selecting, preparing, and serving of foods to determine nutritive value.

The affective domain includes instructional methods involving the students through:

1. Receiving reliable information on nutrition and its importance to body needs and good health.
2. Responding to available nutritional information and participating in activities relating to nutrition in the community.
3. Accepting nutritional information to use in everyday life.
4. Comparing the nutritive value of fresh, canned, frozen, and dried foods.
5. Allowing nutritional information to be used daily and throughout life.

SUPPORT SERVICES

Many nutritional support services are used in the teaching of nutrition education. Nutrition support services include:

1. Local publishers and T.V. stations provide information to the community on the home economics programs.
2. Future Homemakers of America newspapers provide information on nutrition to the student body.
3. Registered nurse promotes good health and proper diet.
4. Dietician discusses with students the importance of proper diet throughout life.

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5. March of Dimes provides resource persons to discuss nutrition before, during, and after pregnancy.
6. MS Highway patrol discusses dangers of alcohol and drugs and how food intake is altered by alcohol and drug use.
7. MS Economic Council provides demonstrations on nutrition and preparation of food grown in Mississippi.
8. Home Demonstration agents provide demonstrations on nutritious snacks.
9. Former students discuss the importance of good nutrition to family after marriage, including dangers of poor nutrition and birth defects.
10. Local advisory committee provides information to students on field trips to grocery store, cafeteria, and bank.
11. School lunch dietician works with students on menu improvements.
12. Nutritionist for Senior Adult center invites students to provide handouts, and do exercise programs for senior adults.
13. Guidance counselor provides information on careers in Food Service.
14. MS State Board of Health person discusses weight control, special diets, and exercise programs.

CURRICULUM

The curriculum includes the following subjects:

1. Nutrition needs for health and growth.
2. Availability of nutrients to body use.
3. Principles and procedures for preparing, cooking, and serving food.
4. Nutrition as related to abnormal conditions.
5. Individual variations for nutrients and calorie needs.
6. Meal planning for various life styles.
7. Food in a changing world.
8. Hygiene and sanitation.
9. Careers and opportunities in Food Services.

The students involve their families by:

1. Listing nutritional needs for various family members and their role in growth, energy, and well being.
2. Evaluating foods from food groups to determine the nutrients needed by family members according to age, sex, and activity.
3. Planning, preparing, and serving nutritious food to family members.
4. Providing special diet information on nutrition for the individual needs.
5. Planning nutritious meals for family members' various lifestyles.
6. Comparing the cost, preparation time, and palatability of new foods.
7. Providing information to family members on foodborne diseases, the cause of the disease, and the symptoms.

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NUTRITION PRACTICES

The curriculum of the nutrition education program helps to dispel misconceptions, myths, and superstitions which are prevalent amoung teenage students today. Students research, assimilate, and discuss information on misconceptions, myths, fad diets, and diet pills. Posters, bulletin boards, and reports are presented on proper nutritional information. Some of the misinformation is:

1. Grapefruit and/or grapefruit pills will burn calories.
2. Oysters and Vitamin E are "sex" foods.
3. Fish is "brain" food.
4. White eggs are more nutritious than brown eggs.
5. Raw eggs are more nutritious than cooked eggs.
6. Toast has fewer calories than plain bread.
7. Milk and fish served together can poison you.
8. All diseases are due to a bad diet.
9. Skipping meals causes weight loss.
10. Candy bars give more energy than other foods.
11. Diet pills will not cause harm to the body.
12. Crash diets will help to lose weight fast.

LEARNING EXPERIENCES

Learning experiences for the nutrition education program are designed to meet the needs of all students. The age, sex, educational level are included when planning and preparing learning experiences. The learning experiences include:

1. Listening to resource persons speak on good health through an adequate diet.
2. Role playing the characteristics of inadequate nutrition.
3. Discussing, planning, preparing, and serving of foods by determining how they fit into food patterns.
4. Unscrambling puzzles and learning through games.
5. Designing posters, collages, and bulletin boards showing food groups and nutrients in food.
6. Viewing films, filmstrips, slides, and transparencies.
7. Researching references books, pamphlets, and books on nutrition.
8. Composing and administering nutrition surveys.
9. Writing and presenting skits.
10. Providing nutrition information to children, the athlete, the pregnant teenager, persons on special diets, and senior adults.
11. Writing poems and articles for the FHA newspaper.

12. Visiting grocery stores to compare prices, obtain information on quality and cost, and to determine the best buys in foods.
13. Evaluating and using good nutrition found in magazines, newspapers, and telephone directories.
14. Developing a knowledge of nutrition through computer technology.

FUTURE HOMEMAKERS OF AMERICA

The Future Homemakers of America are very involved with the nutrition education program by working with young children in first and second grade and with educationally disadvantaged students throughout the year. Students are given a budgeted amount of money and must plan, prepare, and carry out teaching activities for good nutrition according to age, sex, and activity.

Students also work with senior adults in the nutrition center in providing information on proper nutrition, diets, and exercise as needed for proper body functions.

The FHA chapter sells nutritious foods for fund raising activities. The money earned is used to buy needed items of equipment for food labs.

FHA members promote good nutrition to junior and senior high students through the Mississippi Student Body Project in nutrition. Competition with Mississippi FHA members provide the peer educator with an opportunity to distribute nutrition information to Sumrall students and compete with students across Mississippi.

INSTRUCTIONAL RESOURCES

Instructional resouces are many and varied. The resources include textbooks, reference books, curriculum guides, magazines, pamphlets, booklets, films, filmstrips, slides, tapes, transparencies, and newsletters. Other resources used are posters, bulletin boards, games and puzzles, skits, discussion, resource persons, and demonstrations. Field trips, supervised labs, and computer technology are also used in teaching nutrition education.

There is only a small amount of money available for resources, teaching materials, and supplies; therefore, most of the resources are free and borrowed materials. The teacher and students make many materials to use in nutrition education. Also available resources such as magazines, newspapers, and telephone directories are used.

A resource list has been compiled with instructional resources. The list includes individual titles of books, curriculum guides, films, film strips, slides, pamphlets, and other teaching materials.

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IMPLEMENTATION

BUDGET AND FUNDING SOURCES

A course in specialized nutrition education has been taught for the past eight years. However, it is reviewed and upgraded yearly.

Presently in foods and nutrition education the goals and objectives are implemented, but, with the addition of a new computer, computer technology is being incorporated. The computer is enhancing goals, student activities, and increasing interest, involvment, and individualized learning of students.

BUDGET 1981—1985

	ITEMS PURCHASED	1984-85	1983-84	1982-81	1981-82
Local School	Teaching Materials	20.00	20.00	20.00	20.00
County District	Foods for Lab	500.00	500.00	500.00	500.00
FHA Chapter (Earned through Fund Raising)	*Selected Items	200.00	200.00	200.00	200.00
Vocational Ed. Proposal (MS Home Ec. Funding)	**Selected Items	1050.00	750.00	-------	1100.00
	TOTAL	$1720.00	$1420.00	$720.00	$1720.00

* 84-85 Nutrition Software
83-84 Automatic Dishwasher
82-83 Ceiling fans for foods lab
81-82 Microwave oven

** 84-85 Computer
83-84 Nutrition for Baby and young child
82-83 Nutrition and Weight control

USABILITY

A course in foods and nutrition can be adapted according to faciliti available, the needs, interests, grade levels, and abilities of students. The course helps the students:

1. Improve eating habits.
2. View proper nutrition needs of individuals throughout life.
3. Plan, prepare, and serve special diets in family life cycle.
4. Implement economical aspects of good nutrition.
5. View ways to lose, gain, and maintain proper weight.

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The curriculum of the course incorporates math skill by converting recipes to metric equivalents, figuring unit pricing, and determining time adjustments for microwave cooking. The students also calculate cost per serving and/or cost per use, calculate calories needed and/or used, and develop the use of correct measuring techniques.

Science is incorporated into the curriculum by determining the functions of nutrients in the body, nutrient consumption based on RDA, and the effects of diet and exercies on body functions. The students use science in discussion of sanitation practices, food contamination, culture tests on various food related bacteria, and proper food storage. They also become involved in science by the preparation of foods and its effects on the nutritional quality of the food product, the quality control in food preparation, and the retaining of food nutrients during storage, preparation, and serving.

The physical facilities include a classroom, lecture room, and foods laboratory with four kitchens. No special facilities are required; however, field trips are provided to enhance learning experiences. Special classroom equipment includes a computer, microwave ovens, food processor, and other small equipment.

STAFF

Sumrall High School has approxmiately 250 students in grades nine through twelve. Of these 250 students, home economics has an enrollment of 135 students for the school year 1984-85. Foods and Nutrition has an enrollment of 22 boys and 19 girls for the two semesters of 1984-85. Therefore, only one high school teacher is employed to teach vocational home economics.

EVIDENCE OF EFFECTIVENESS

To determine the effectiveness of the foods and nutrition course, students are assessed on the acheivement of the goals and the objectives as each unit is completed. Various methods of student evaluation are used throughout the unit, to include observations in laboratory experiences, puzzles, games, word search, demonstrations, and other techniques as the need arises. The students are again evaluated at the completion of the nine week term.

Effectiveness of the program is evidenced by student participation in learning activities presented in the classroom and through the integration of Future Homemakers of American activities. Sumrall High School had a National Co-Ed winner in 1983. The students planned special ethnic diets through the foods and nutrition class.

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The Mississippi Student Body Project in Nutrition Education serves as an integral part of the foods and nutrition education curriculum and Future Homemakers of America. Because of the effectiveness of the Student Body Project, Sumrall High School was rated as a first place winner in Mississippi in 1984.

A student follow up program is used to determine the evidence of how foods and nutrition is used in every day life. Former students often visit the classroom to present special programs of interest and tell how the program has been meaningful to their lives.

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NUTRITION EDUCATION
SUMRALL HIGH SCHOOL
SUMRALL, MISSISSIPPI

PROGRAM DESCRIPTION

INPUT	PROCESS	OUTPUT
Training Faculty Classroom Space and Facilities Textbooks Curricular Guides Reference Materials Magazines Pamphlets Films Filmstrips Slides Transparencies New Letters Posters Bulletin Boards Games & Puzzles Skits Resource Persons Demonstrations Newspapers Telephone Directories Field Trips Supervised Labs Computer Software	The teacher will provide information on varieties of foods consumed, reflecting the mobile society and food choices, including new forms and process for food being developed to insure adequate food supply for all people.	The students will apply factors involved when planning for proper nutrition as related to individual food needs and future technology on foods available to the consumer.
	Introduce students to convenient foods by defining convenient foods and comparison of cost, preparation, time and palatability.	Students will define and name various convenient foods followed by planning, preparing convenient foods and comparing the cost, preparation time, and palatability to non convenient foods.
	The teacher will provide information on food faddism and food fallacies involved in promotion of certain foods.	Students will describe food fads and explain what food fallacies are and why they lack substantiation.
	Introduce students to proper nutrients by the use of posters and pamphlets on nutrients.	The students will list nutrients and their role in growth, energy, and general well being.

INPUT	PROCESS	OUTPUT
	The teacher will provide transparencies and bulletin board listing food groups and foods included under each group.	The students can evaluate food groups and the food necessary from each food group to provide proper nutrition.
	The teacher will discuss standards in food service by providing a list of the agencies that protect our food supply.	Students will recognize the services provided by agencies that protect our food.
	The teacher will provide information on foodborne diseases and the dangers of each to the body.	Students will identify foodborne diseases and list symptoms of each in the body.
	The teacher will list ways food is changed in the body and the reasons the body needs food for proper metabolism.	Students will interpret what is meant by metabolism by recalling the body need for food.
	The teacher will provide information on principles and procedures for preparing, cooking, and serving fruits and vegetables to provide the most nutritive value.	Students will use principles of fruits and vegetables to retain nutritive value and enhance palatability.
	The teacher will explain the relation between procedures used in preparing and cooking milk and milk products and the characteristics of the finished product.	Students will apply principles used in preparing and cooking milk and milk products with desired characteristics.

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INPUT	PROCESS	OUTPUT
	The teacher will identify the principles of preparing bread and cereal products to produce finished products with good appearance, flavor, and texture.	Students will use principles of preparing bread and cereal products and explain the variations in the finished product.
	The teacher will discuss principles of preparation of meat products in relation to the kind and cut of meat and the method of cooking to insure most nutritive value.	The students will use principles of meat cookery preparing, cooking, and serving cuts of meat to produce a nutritious and patable product.
	The teacher will list nutrients caused by infection accompanied by fever.	Students will name problems caused by an infection and nutrient loss.
	The teacher will provide information on sugar in the diet including sugar substitutes.	Students will list the dangers of too much sugar in the diet and how sugar substitutes are used.
	The teacher will discuss fats in the diet as related to the body's use of fats.	Students will give the kinds of fats and the importance of too much fat in the diet.
	The teacher will list reasons related to loss of nutrients in alcoholism and the use of drugs.	The students will explain why malnutrition occurs with alcoholism and drug use.

Sumrall, MS

INPUT	PROCESS	OUTPUT
	The teacher will name health needs of family members which need modified diets. These could include the heart patient, diabetic, and ucler patients.	Students will solve problems in relation to modification of normal family diets for special needs
	The teacher will list special nutrition needed for pregancy and postnatal period and the importance of good nutrition for the teenage girl, before, during, and after pregnancy.	The students will summarize the nutritional needs for teenage girls and the importance of good nutrition during pregnancy and the postnatal period.
	The teacher will describe the nutritional needs of babies and young children.	The student will investigate the advantages and disadvantages of breast and bottle feeding and list nutritional needs of young children.
	The teacher will discuss factors which influence nutritional needs of youth to determine the possible effects of diet on teenagers.	The students will list nutritional needs of teenagers and the consequences of deficient diets of youth.
	The teachers will describe the nutrient needs of adults and the elderly in relation to changes in basal metabolism and physical activity.	The students will discuss nutritional and food intake of adults and the elderly. Listing factors that may affect the dietary patterns of the elderly.

Sumrall, MS

INPUT	PROCESS	OUTPUT
	The teacher will list special nutritional requirements of an athlete.	Students will investigate special needs of the athlete.
	The teacher will give reasons for our culture adopting the three meal a day pattern.	Students will identify the food patterns of three meals a day.
	The teacher will discuss various life styles which create a need for multiple meal patterns.	The students will give reasons for multiple meal patterns in our society.
	The teacher will give reasons to plan nutritious snacks to meet individual and family nutritive needs.	The students will determine ways nutritional snacks can be provided to meet individual patterns of living.
	The teacher will provide information on fields of employment available in Food Services.	The students will identify fields of employment available in Food Services. These may include: Short order cook Domestic cook Food checkers Dietary aide Waiter/Waitress
	The teacher will invite a resource person in Food and Nutrition to speak to the class concerning entry level job skills for specific jobs in Foods and Nutrition	The students will list responsibilities associated with entry level jobs in Foods and Nutrition.

Sumrall, MS

FOR ADDITIONAL INFORMATION CONTACT

Laurene B. McLemore, Teacher
Sumrall High School
Sumrall, MS 39482
(601) 758-4730

AWARD OF MERIT

APPLICATION ABSTRACT

PROGRAM TITLE: Ohio Nutrition Education Program

TARGET AUDIENCE: Secondary Consumer Homemaking Students

DESCRIPTION OF PROGRAM: Ohio's nutrition education program is based upon a new curriculum, the Practical Action Curriculum for secondary consumer/homemaking students. It focuses on significant issues--Am I obligated to be well nourished?, What should I do regarding my food choices? Nutrition is taught as a process, stressing problem-solving skills: searching out and evaluating reliability of information, generating alternatives, analyzing consequences, and testing decisions including the effects of the choice on self, family, and others.

EVIDENCE OF EFFECTIVENESS: Findings from a research project indicate that students who have been taught using the Practical Action Curriculum are able to achieve a higher level decision-making skill level. Numerous state-wide research projects are currently in process to provide additional data. Widespread adoption of the curriculum as determined by analysis of teachers' programs of work indicate teacher acceptance of the new approach.

IMPLEMENTATION REQUIREMENTS: The Practical Action Curriculum is available for purchase. It is recommended that in-service activities accompany implementation of the program. Program would adapt to almost any facility. The program has been adopted and used in rural and city school systems and has been adapted to special populations, including disadvantaged and handicapped students.

FINANCIAL REQUIREMENTS: Purchase of Practical Action Curriculum ($50.00) In-service activities for teachers as required.

FOR ADDITIONAL INFORMATION CONTACT:

Joanna Kister, Ph.D.
Assistant Director
907 Ohio Departments Bldg.
Vocational Home Economics
65 S. Front St., Rm. 912
Columbus, OH 43215
(614) 466-3046

APPLICATION ABSTRACT

PROGRAM TITLE: Conditioning and Nutrition for Athletes

TARGET AUDIENCE: High school student-athletes

DESCRIPTION OF PROGRAM: Conditioning and Nutrition for Athletes is a sports nutrition program designed for high school students both in the classroom and on athletic teams. The program involves two components: a semester elective class and related out-of-class projects involving school athletic teams. The main purpose of the class is to encourage students to examine their fitness levels, eating habits, and food choices so that they can develop individual conditioning and nutrition programs based upon scientific knowledge. Related projects with school athletic teams provide an extension of the class curriculum. Activities included consultation for coaches and team members on weight control, diet planning, and pre-competition meals.

EVIDENCE OF EFFECTIVENESS: Success in meeting program goals has been assessed by:

1. Results from pre-and post-tests administered to students enrolled in the class.
2. Data from surveys completed by current high school students, graduates, and parents.
3. Data from consultation projects involving the Chippewa High School wrestling team.

IMPLEMENTATION REQUIREMENTS: Implementation requirements include the following:

1. One teacher responsible for teaching the class and co-ordinating related activities and projects. (For interdepartmental implementation, one or two additional co-operating teachers may be used to teach units in their fields of specialty and to assist with various projects.)
2. Support of the administration and the athletic department.
3. Facilities which include a classroom and foods laboratory and access to a gymnasium, weight room, and 400 meter track.

FINANCIAL REQUIREMENTS: The budget for implementing an effective sports nutrition class for 20 students and related projects is approximately $2000.00. Included in this figure are costs for purchasing equipment and instructional materials as well as consumable and food supplies and fees for speakers, field trips, and professional growth workshops. This amount reflects first year start-up costs with the main expenses being the purchase of textbooks and equipment. Therefore, program costs will be reduced to approximately $1200.00 in succeeding years.

FOR ADDITIONAL INFORMATION CONTACT:

Jane Buch
Chippewa High School
100 Valley View
Doylestown, OH 44230
(216) 658-2011

APPLICATION ABSTRACT

PROGRAM TITLE: Enhancing Nutrition Education for Adolescents

TARGET AUDIENCE: Secondary-level Home Economics Teachers

DESCRIPTION OF PROGRAM: Penn State's Nutrition Education Center is currently conducting adolescent nutrition workshops for Pennsylvania home economics teachers. The workshops include a content presentation on key adolescent nutrition issues; a session on innovative teaching methodologies, including preview of exemplary resources and hands-on involvement with student-level activities; and a take-home resource packet that consists of background readings on adolescent nutrition issues, lists of recommended print and audio-visual resources, copies of student-level activities, camera-ready factsheets that can be duplicated for students, and lists of contacts for additional information and materials. The workshops are "delivered" via "Nutrition Van go", a 25-foot vehicle that is equipped as a mobile resource preview center.

EVIDENCE OF EFFECTIVENESS: The design of what we provide Pennsylvania home economics teachers (i.e., content, information resource preview, hands-on involvement with student-level activities, and a take-home resource packet) is an adaptation of a 2-day adolescent nutrition workshop that the Nutrition Education Center has conducted nationally in four cities. Over-whelmingly positive participant evaluation of the national workshops and impressive long-term impact data provide evidence for the effectiveness of a workshop with sessions on content, resources, and student activities. To evaluate our Pennsylvania workshops, we obtain both short- and long-term reactions of participants. Because we have only recently begun conducting our Pennsylvania workshops, our evaluation data is limited, but, thus far, reactions have been very positive.

IMPLEMENTATION REQUIREMENTS: Two nutrition faculty instructors conduct the adolescent nutrition workshops in response to requests from home economics teachers, schools, district offices, intermediate units, or Extension home economists. We can work with a large group of teachers gathered at school or district for an inservice, or we can set up outside a school during a regular school day and work with groups of up to four teachers who rotate through the "Nutrition Van go".

FINANCIAL REQUIREMENTS: Because private funding covers the cost of operating the van and conducting the workshops, we assess no charge to work with teachers, but the cost of the optional resource packets is $5.00 each. However, we are currently seeking funds to provide the resource packets free to home eoconomics teachers who demonstrate intent to use the packets.

University Park, PA

FOR ADDITIONAL INFORMATION CONTACT: Barbara Shannon, Ph.D.
106A Henderson Human Development Building
The Pennsylvania State University
University Park, PA 16802
(814) 863-2922

APPLICATION ABSTRACT

PROGRAM TITLE: South Dakota Future Homemakers of America Student Body - Bod Squad Project

TARGET AUDIENCE: Special emphasis was training a state-wide network of FHA/HERO members who in turn educated elementary, secondary, and adult citizens in a community.

DESCRIPTION OF PROGRAM: The South Dakota Student Body - Bod Squad is a group of twelve FHA/HERO members who were selected through an application and interview process to form a state-wide team network of nutrition educators. Team members were trained in nutrition and physical fitness information and workshop methods by resource persons from the State Dairy Council and the College of Home Economics. Following a training workshop, team members initiated and promoted nutrition and physical fitness activities for individuals of all ages throughout the state. Activities included student led presentations, distribution of nutrition and project information, news articles, community fairs, and other methods of promoting good eating and health. Team members conducted school and community nutrition activities and reported results to a team leader and network coordinator.

EVIDENCE OF EFFECTIVENESS: The South Dakota Student Body - Bod Squad members have conducted a wide variety of nutrition - physical fitness activities. In the past six months, these school and community activities have included: 49 news articles and letters; distribution of nutrition and project information; 4 community wide health fairs; and presentations to 12 FHA/HERO chapters, 10 home economics/health classes, 12 elementary groups, 5 adult groups, and 5 Regional FHA/HERO meetings. Other activities have included selling nutritional treats, producing a snack cookbook, and giving nutrition baskets to all state legislators. Activities provided opportunities in promoting leadership development for team members and in nutrition - physical fitness education. The activities involved a total of 814 elementary age students, 2032 secondary age students, and 2283 adults.

IMPLEMENTATION REQUIREMENTS: The South Dakota Student Body - Bod Squad project, as conducted during 1984-85, required a staff of the following individuals: State FHA/HERO Advisor to give project approval; Home Economist from S.D. Dairy council to provide nutrition education resource materials and help train team members; Assistant State supervisor of Vocational Home Economics to work as project coordinator; Vocational Home Economics secondary teachers and FHA/HERO Advisors to provide assistance, guidance, and resources for team members; and twelve enthusiastic and committed FHA/HERO members who are trained to initiate and promote nutrition and physical fitness educational activities to schools and community groups.

Brookings, SD

FINANCIAL REQUIREMENTS: The South Dakota Student Body - Bod Squad was financed from five different sources of funds. The total cost of the present state-wide network team was $2390.00. Expenses included those incurred from the nutrition and physical fitness team training workshop for FHA/HERO members and their advisors, postage, educational materials, team uniforms, and travel. Funding provided was $1308.00 from local school districts, $480.00 from local school vocational home economics funds, $302.00 from SD FHA/HERO funds, $60.00 from state vocational home economics resource material funds, and $240.00 of personal expenses from team members for meals and uniforms.

FOR ADDITIONAL INFORMATION CONTACT:

Julie Bell
305 HN HEd Box 2275A
South Dakota State University
Brookings, SD 57007
(605) 688-4176

APPLICATION ABSTRACTS

APPLICATION ABSTRACT

PROGRAM TITLE: PROJECT NOW - Nutrition Opportunities with Whole Wheat

TARGET AUDIENCE: Students K-12, Senior Citizens, and Community Homemakers

DESCRIPTION OF PROGRAM: The purpose of this program is to provide nutritional information, and promote better nutritional habits to students and community members, using locally grown products.

EVIDENCE OF EFFECTIVENESS: The criteria for school effectiveness will be determined by the percent of students selecting whole wheat products in the cafeteria before and after program implementation. The criteria for comunity effectiveness will be determined by measuring the percent of consumption of whole wheat products before and after the program implementation.

IMPLEMENTATION REQUIREMENTS: This program can be implemented with the existing staff of Houston County High School; however, funds for release time would be necessary when dissemination activities to other schools and communities occur. This project is currently in operation at Houston County High (K-12) and Columbia Senior Citizens Nutrition Center. Plans are being made to expand the program to include Community Homemakers. No additional facility requirements are needed.

FINANCIAL REQUIREMENTS: Financial requirements would consist of travel and release time for at least one professional educator for dissemination activities. In addition, costs for reproduction and expansion of a slide presentation would be necessary. Locally grown products donated by farmers would be provided. Reproduction costs of recipes and other dissemination materials would be assumed by Houston County.

FOR ADDITIONAL INFORMATION CONTACT:

Brenda K. Pitchford
Guinevere M. Hall
Houston County High School
Route One
Columbia, AL 36319
(205) 696-4462 or 696-4515

APPLICATION ABSTRACT

PROGRAM TITLE: Nutrition Science

TARGET AUDIENCE: Students, grades 9 through 12, at Fairfield High School, Fairfield, CA

DESCRIPTION OF PROGRAM: The Nutrition Science course was written to provide an alternative way for high school students in the Fairfield-Suisun Unified School district to obtain credit for life science objectives. These objectives are required for graduation by both the district and the state of California. In the course, students will be required to evaluate their diets using several methods. Students will also evaluate different sources of nutrition information and food fads and myths. Students will carry out simple laboratory investigations and learn to organize data into useful forms. Students will relate functions of nutrients and use that information to pursue sound nutrition practices.

EVIDENCE OF EFFECTIVENESS: The effectiveness of the nutrition science program will be demonstrated by success of the students in the program on a district approved competency test. The test will include questions related to diet, nutritional requirements, the bio-chemical process, laboratory procedures, quantitative procedures, causes of malnutrition, effects of drugs on nutrition, and careers in nutrition.

IMPLEMENTATION REQUIREMENTS: Nutrition Science can be adopted into any Home Economics curriculum with the support of the high school science department and district approval. This needs to be obtained through the Home Economics and Science curriculum committees, a secondary curriculum committee, if applicable, the administrators, and the school board. In California, funding sources include state SB 813 funds for textbooks and media materials, school and/or district funds, Subpart 5 (Title 3 after June, 1985) funds, and California Instructional Improvement program Grants.

FINANCIAL REQUIREMENTS:

Class set of textbooks (minimum), 40 at $20.00 ea.	$800.00
Media materials, purchase or rental	400.00
Scientific equipment, chemicals, supplies	300.00
Reproduction of classroom materials, worksheets transparencies	100.00
TOTAL	$1,600.00

FOR ADDITIONAL INFORMATION CONTACT:

Patricia Calvert
Chairperson, Home Economics Department
Fairfield High School
205 East Atlantic Avenue
Fairfield, CA 94533
(707) 422-8672

APPLICATION ABSTRACT

PROGRAM TITLE: Food Service Occupations

TARGET AUDIENCE: Disabled Adults

DESCRIPTION OF PROGRAM: The San Gabriel Valley Training Center Food Service Program is designed to provide vocational instruction in food service skills for competitive employment, including vocational skills in nutritional preparation of foods and knowledge of health and safety in hands-on food service. The target population includes those adults having developmental, emotional, and physical disabilities.

EVIDENCE OF EFFECTIVENESS: The food service program is a transitional vocational program. Effectiveness is determined primarily by the percentage of placement of graduated students into the food service industry. Placement and length of time employed reflect the program's effectiveness. Currently, the placement rate of graduated students is 75%.

IMPLEMENTATION REQUIREMENTS: This program is adaptable to existing facilities. Essential is a working foods lab including basic equipment such as a stove, oven, refrigerator, freezer, work tables, portion control equipment, and assorted hand equipment available in sufficicient quantity for number of students. One qualified instructor and one aide per 15 students is required. Financial accounting, clerical, business management, and maintenance support is necessary.

FINANCIAL REQUIREMENTS: This program relies on third party sponsorship of students through public agencies (such as the Department of Rehabilitation) and private agencies (such as insurance carriers). Student funding must cover cost of staff salaries, maintenance costs, supply costs, and physical plant costs.

FOR ADDITIONAL INFORMATION CONTACT:

Nancy Posen
Food Services Program Coordinator
San Gabriel Valley Training Center
400 S. Covina Blvd.
La Puente, CA 91746
(818) 968-8479

APPLICATION ABSTRACT

PROGRAM TITLE: Nutrition Education Today - A Curriculum Development Project in Nutritional Knowledge and Food Use

TARGET AUDIENCE: Secondary Vocational Home Economics Teachers to be used in their secondary programs.

DESCRIPTION OF PROGRAM: The Nutrition Education Today project at San Luis Obispo High School, San Luis Obispo, California, is the development of teaching modules, the infusion of nutrition education into all areas of vocational home economics, the expansion into FHA-HERO chapter activities, and the dissemination of materials to over six hundred Consumer and Home Economics Teachers in the state of California.

EVIDENCE OF EFFECTIVENESS: The effectiveness of the program is evident through:

- successful field testing and validation of modules.
- continued teacher interest and demand for materials.
- high ratings on evaluations of workshops and inservice activities.
- the success of FHA-HERO students.

IMPLEMENTATION REQUIREMENTS: Implementation can be accomplished at any site. No special requirements in terms of facilities or size of staff are necessary for the success of this project. A certified vocational home economics teacher is desired.

FINANCIAL REQUIREMENTS: The only financial requirements would be:

- purchase of the two publications.
- duplication of the activities.
- production of the needed transparencies.

FOR ADDITIONAL INFORMATION CONTACT:

Mrs. Mary E. Richmond
Consumer and Home Economics Department
San Luis Obispo High School
1350 California Blvd.
San Luis Obispo, CA 93401
(805) 544-5770 ext. 158

APPLICATION ABSTRACT

PROGRAM TITLE: Nutritious Snack Restaurant

TARGET AUDIENCE: Seventh Grade, School staff, parents

DESCRIPTION OF PROGRAM: Seventh grade students in two pre-vocational home economics classes planned and operated a restaurant for all other seventh grade students, parents, and staff for two class periods on a given day. Decisions related to the type of food service, advertising, restaurant set-up, and student roles in the restaurant were made in F.H.A. chapter meetings. Nutritious snacks, low in "empty calories", fat, sugar and salt, were served. Posted menus stated the main nutrients in each snack. The theme "Say Yes to Less" emphasized the importance of good nutrition for good health, appearance, and performance.

EVIDENCE OF EFFECTIVENESS: An evaluation was completed by the students following the restaurant operation. It would be difficult to assess the actual impact this program had on the students' daily diets. However, in talking informally with students in the classroom and in the cafeteria, many seem to be more aware of the foods needed for good health. Class discussions also indicate that their nutrition knowledge has improved.

IMPLEMENTATION REQUIREMENTS: F.H.A. meetings may be held to plan the restaurant operation: nutrition message to be learned, theme (could include restaurant name), foods to be served, time and date, and type of restaurant service. Two committees must be appointed to advertise the restaurant and plan the room set-up. All students also participate in the restaurant operation: chefs, waiters, and waitresses, host/hostess, and cashier.

FINANCIAL REQUIREMENTS: Costs could vary depending upon the number of people served, the type of food served, and the available supplies and equipment. The funding stated in my original proposal was provided through a 1984 Nutrition Education Training Program Mini Grant.

FOR ADDITIONAL INFORMATION CONTACT:

Virginia M. Pizzala
H. B. duPont Middle School
Benge & Meeting House Roads
Hockessis, DE 19707
(302) 239-2685

APPLICATION ABSTRACT

PROGRAM TITLE: Urban Youth Investment in Nutrition

TARGET AUDIENCE: 41 students, 10-12 grades (15 males and 26 females)

DESCRIPTION OF PROGRAM: This program provides experiences for students to participate in a special school project involving several basketball students in an after school computer training/tutoring program. This program is a joint venture between Calvin Coolidge Senior High School, parents, and officials from the Xerox Corporation. Students selected from the Gourmet Foods Class plan, prepare, and serve nutritious dinner meals daily to the basketball students. The Gourmet Foods students receive two (2) Carnegie units of credit for the course and a special certificate upon completion of the course certifying specific competencies in the food service area.

EVIDENCE OF EFFECTIVENESS: Upon completion of this program, students are able to:

- Demonstrate acceptable attitudes toward the contributions made through nutrition education.
- Demonstrate an acceptable level of skill to function in the world of work by possessing good health.
- Know and use safe work habits in producing nutritious meals.
- Operate the equipment with professionally acceptable skill and care.
- Assume responsibility for personal action.
- Demonstrate pride in personal achievement.
- Develop personal and occupational goals.
- Demonstrate awareness of responsibility to employer, community, and country.

IMPLEMENTATION REQUIREMENTS:

- Follow written job instruction sheets.
- Read, interpret, and implement standard recipes, including variation of ingredients and yield.
- Plan, produce and serve nutritious food for profit.
- Maintain inventory control and cost control.
- Utilize the fundamentals of good nutrition in food planning and preparation.
- Demonstrate skill in decorating nutritious food.
- Order food and supplies necessary for hospitality food service.
- Develop skills in packaging and merchandizing food items for special sales and vending.
- Book reservations for mini-restaurant and for special banquet/catering projects.

Washington, D.C.

FINANCIAL REQUIREMENTS: Proposed expenditures include the following:

Additional Equipment and Teaching Aides	$ 800.00
Laboratory Food Supplies	1750.00
Career Field Trips	1600.00
Food Supplies for After School Food Service Project	2400.00
Miscellaneous (Including wages for student workers)	5925.00
Total Approximate Costs	$12,475.00

FOR ADDITIONAL INFORMATION CONTACT:

Josie M. Cole
Home Economics Instructor
Calvin Coolidge High School
Fifth and Tuckerman Streets, N.W.
Washington, D.C. 20011
(202) 576-6143

APPLICATION ABSTRACT

PROGRAM TITLE: The Frame is the Same --- The Picture Changes

TARGET AUDIENCE: The target audience of this program is the 7th and 8th grade students enrolled in Belleville District #118 West Junior High School, their families and friends, and as many people of all ages in the community as we can contact.

DESCRIPTION OF PROGRAM: Our program involves the teaching of life skills for early adolescent students with focus on the primary need for food and nutrition. That is the framework of our course. The picture changes as our ages and lifestyles of the 80's and 90's evolve. Global education must be a part of teaching lifeskills for today and the future. The magic ingredient of this program is the involvement of resource people from around the world.

EVIDENCE OF EFFECTIVENESS: The ongoing growth of this program, which has been given the approval of our administrators, P.T.A., and Parent Council, is now almost entirely promoted and sustained by students and their families and friends in the community. This is the most significant evidence of effectiveness.

IMPLEMENTATION REQUIREMENTS: This program requires the leadership of a qualified, enthusiastic home economics teacher of diversified experiences and professional commitment. The teacher needs to have a teaching style that includes a classroom management structure that allows for creative learning not confined to the walls of the classroom. A functional foods laboratory is an asset. There is need for administrative, staff, parent, and pupil approval and support.

FINANCIAL REQUIREMENTS: The cost of the food prepared is the major cost involved. We have available limited funds from the Home Economics budget and we include activities such as final exam dinners, mini company and co-operative programs, and presentations with community organizations to make our program a self-supporting one.

FOR ADDITIONAL INFORMATION CONTACT: Edith M. Duewer
West Junior High School
820 Royal Heights Road
Belleville, IL 62223
(618) 234-8200

APPLICATION ABSTRACT

PROGRAM TITLE: Calcium Program

TARGET AUDIENCE: Expanded Food and Nutrition Education Program (EFNEP) Homemakers.

DESCRIPTION OF PROGRAM: The Calcium program utilizes a series of 19 Calcium lessons and county-wide activities designed to help homemakers increase their calcium intake.

EVIDENCE OF EFFECTIVENESS: The Calcium survey, Food Intake, Family Planning workshop, and Home Visit Report forms are tools utilized to determine program effectiveness over the 5 month participation period.

IMPLEMENTATION REQUIREMENT: The program requires the EFNEP staff, the program homemakers, and a supply of teaching materials in order to facilitate behavior changes through one-to-one learning.

FINANCIAL REQUIREMENTS: Funding for the program is allocated to the Champaign County Cooperative Extension Service EFNEP program by the University of Illinois Cooperative Extension Service based on earmarked funds for special programs.

FOR ADDITIONAL INFORMATION CONTACT:

Karen Roth Gehrt, R.D.
Extension Adviser, EFNEP
1715 W. Springfield Ave. Box 3367
Champaign, IL 61821
(217) 352-5981

APPLICATION ABSTRACT

PROGRAM TITLE: Nutrition Action Program

TARGET AUDIENCE: Middle School - Grade 7 and Kindergarten

DESCRIPTION OF PROGRAM: The Nutrition Action Program is an exploratory program designed to provide Middle School or Junior High School learners with survival skills and occupational skills in nutrition education. These skills help to improve the quality of life by enabling them to make wiser choices. Meeting daily needs of all family members through meal planning and increasing awareness of the relationship of diet to health enables learners to teach nutrition to others. Their teaching is implemented through interdisciplinary team teaching with Visual Arts and Industrials Arts involving kindergarten students and their teachers.

EVIDENCE OF EFFECTIVENESS: Based on surveys taken and interviews conducted with students, parents, teachers, administrators, and former students, the Nutrition Action program has proven to be even more beneficial and rewarding than had been initially anticipated. It has helped more than half of the students to devlop an awareness of and a more positive attitude toward nutritious food. They have developed an awareness of the relationship of diet to health and try to eat foods that they have never eaten before. Students are more involved in helping to plan and prepare food for family members and friends.

IMPLEMENTATION REQUIREMENTS: At least one certified vocational home economics education teacher, visual arts, and kindergarten or preschool teachers in addition to grade seven and Kindergarten or preschool students, nutrition resource materials, facilities and equipment for planning, preparing and serving food are indispensable in home economics. Construction paper and crayons are needed for Visual Arts. Plywood, non-toxic markers and industrial equipment and tools are needed in Industrial Arts.

FINANCIAL REQUIREMENTS: A total of $304.00 is necessary for the nutrition resource materials needed for the home economics students, resource materials and food for kindergarten or preschool learners for a period of one year or $76.00 per quarter (nine weeks). $45.00 will be needed for a period of one year. The total amount for inter-disciplinary team teaching is $358.00 for a period of one year of $87.25 per quarter.

FOR ADDITIONAL INFORMATION CONTACT:

Audrey Scott Armstrong
Nathan Hale Middle School
5220 West 135th Street
Crestwood, IL 60445
(312) 385-6800

APPLICATION ABSTRACT

PROGRAM TITLE: Food For Thought; Nutrition Education serves Eastern Iowa Community College District.

TARGET AUDIENCE: Various adults in the community.

DESCRIPTION OF PROGRAM: Nutrition education is provided to the public through a variety of courses offered through the Community Education Division. The courses are designed to pique the interest of identified target groups and provide accurate nutrition information, as well as encourage the development of sound nutrition habits through the application of basic nutrition concepts in food choices.

EVIDENCE OF EFFECTIVENESS: Student evaluations, follow-up surveys, pre- and post-tests, and student referrals indicate that the nutrition education programs are informative, practical and presented in an interesting manner and are geared to the interests of the target audience.

IMPLEMENTATION REQUIREMENTS: Curricula must be obtained and adapted to identify target audiences. Qualified instructors must be hired and appropriate classrooms provided. Lecture and discussion type of courses may be held in a regular classroom. However, those involving food preparation should be held in a home economics laboratory kitchen.

FINANCIAL REQUIREMENTS: Through the community college, Community Education Division, each course must generate enough revenue through tuition to meet the direct expenses for conducting the courses. This would include instructors' salaries, materials, and textbooks.

FOR ADDITIONAL INFORMATION CONTACT:

Gale Roeder, Assistant Director
for Consumer & Home Economics
Eastern Iowa Community College
District
2804 Eastern Avenue
Davenport, IA 52803
(319) 322-1362

APPLICATION ABSTRACT

PROGRAM TITLE: The ABC's of Nutrition Education Introduces The Incredible Bulk to Vocational Home Economics Teachers

TARGET AUDIENCE: Vocational Home Economics Teachers

DESCRIPTION OF PROGRAM: The ABC's of Nutrition Education program addresses current nutrition concerns by providing vocational home economics teachers with 1) an update on basic nutrition information, recommendations for diet, food and meal selections, and characteristics of effective nutrition education, 2) innovative teaching materials for K-12, and 3) training application options which include self-study, in-service workshops, and/or a university course.

EVIDENCE OF EFFECTIVENESS: Field tests of The ABC's program with preschool, primary, intermediate, and secondary students have indicated a significant increase in knowledge of nutrient and fiber density of foods and stated preference for nutrient and fiber dense foods. All of the home economics teachers who field tested the materials through the university course indicated the teaching materials were useful in teaching nutrition concepts to home economics students.

IMPLEMENTATION REQUIREMENTS: The ABC's program can be implemented by purchasing the ABC's materials and one of the following: 1) self-study of the materials, 2) planning and/or conducting in-service workshop using prepared in-service visuals and outlines, or 3) participating in a teleconference course offered through Kansas State University.

FINANCIAL REQUIREMENTS: Estimated cost per teacher for implementing the ABC's program with vocational home economics teachers is $50.00 for self-study or in-service materials. The cost per teacher for participating in the KSU Nutrition for Teachers course is $150.00. Additional costs, which vary from teacher to teacher, include cost of food, supplies, and handouts for implementing nutrition education activities within individual education settings.

FOR ADDITIONAL INFORMATION CONTACT:

Eunice Bassler, M.S., R.D.
Project Director
Department of Foods and Nutrition
Kansas State University
Justin Hall
Manhattan, KS 66506
(913) 532-5980/5508

APPLICATION ABSTRACT

PROGRAM TITLE: Nourishing Nutrients Nutrition Education Curriculum

TARGET AUDIENCE: Grades K - 8

DESCRIPTION OF PROGRAM: The nutrition education curriculum and supplimentary materials were written in 1981 and revised in 1983 for use in classrooms by classroom teachers K-8. The 7 and 8 curriculum is specifically for vocational home economics teachers. The curriculum guide includes all basic nutrition information guidelines, tests, forms, recipes and tables needed to teach the complete course. Lessons include the basic nutrients, digestion, absorption, metabolism, energy and body weights, and charts and instructions for mean height and weight - recommended energy intake assessment. Teacher input and classroom evaluation was paramount throughout the developmental and completion stages.

EVIDENCE OF EFFECTIVENESS: This curriculum has been adopted by the Curriculum committee for the entire district. It is used in Home Economics classes in several schools throughout the state. It has further been endorsed by the State Department of Education and has been distributed to 50 schools throughout the state. Surveys within the district have shown favorable response from students, parents and teachers. Many curriculum guides have been purchased by individuals and teachers. Pre- and post-testing by a Kansas State University research project proved a significant difference in knowledge retention using this curriculum versus other methods.

IMPLEMENTATION REQUIREMENTS: All materials for teaching this unit are included in the packet. Teachers working with the curriculum were thorough to see that all needed materials and instructions were included in each packet. Persons purchasing the packets have no difficulty in using the material.

FINANCIAL REQUIREMENTS: To purchase a complete kit for preschool is $75.00, for K-2 $100.00, grade 3-6 $150.00, and grades 7-8 $200.00. This cost is reflective of recoverable costs with minimal profit for future replacements. Financial requirements will be for advertising and possible production revisal. Long range plans would include costs for evaluation and revision.

FOR ADDITIONAL INFORMATION CONTACT:

Sue Greig, Director
School Food Service
USD #383 Manhattan
2031 Poyntz Avenue
Manhattan, KS 66502
(913) 537-2400

APPLICATION ABSTRACT

PROGRAM TITLE: Tennessee Educates for Nutrition Now (TENN)

TARGET AUDIENCE: Preschool - Grade 12

DESCRIPTION OF PROGRAM: TENN is a comprehensive, sequential plan series with an inter-disciplinary approach to incorporating nutrition education into existing school curricula. There are four age-level components: preschool, K-grade 6, grades 7-9, and grades 10-12. At the preschool and elementary levels, nutrition is integrated into such areas as language arts, math, science, social studies, and health. At the secondary level, it is integrated into health, home economics, science, and social studies. A resource curriculum format is used in the plans, which have the following major sections: guidelines for use, topic sections, glossary, and resource guide.

EVIDENCE OF EFFECTIVENESS: In a post-test - only comparision group study using 21 elementary schools, students at every grade level who received the program achieved higher knowledge scores than their comparison school counterparts. At four out of seven grade levels, students in treatment schools also achieved high attitude scores. Thus, there has been quantitative evidence of program effectiveness even though the study was done after only one year of implementation of what was designed as a 13-year sequential program (exclusive of preschool). Furthermore, teacher logs kept in relation to the plan contained high ratings of student interest. Evaluation of the effectiveness of the instructional plans for preschool and grades 7-9 and 10-12 is being conducted during the academic year 1984-85.

IMPLEMENTATION REQUIREMENTS: Because of its design as a resource curriculum approach to nutrition education, the plan series offers maximum flexibility to teachers. Activities that are most compatible with the academic background and needs of students and resources of the school can be selected. At the secondary level courses in which different topics are taught can vary. Information on how school personnel can make these decisions about how nutrition can be successfully integrated into their school curricula is provided. It is recommended that schools have a nutrition education team of teachers, food service supervisor, and appropriate administrator(s) that make these decisions. Because of their in-depth interest in nutrition, home economics teachers have often assumed the coordination role for their schools.

FINANCIAL REQUIREMENTS: A copy of the plan series would be the basic expense involved in initiating this program. This is low because the plans are in the public domain and economically packaged. The specific cost to use the plan series as a basis for a nutrition education program in a school system will vary according to selection of learning activities and teacher preferences for specific instructional materials to which the plans refer. However, many activities require no materials and some utilize materials contained within the plans. Schools typically would have some of the commercial or published materials referred to in some activities.

Lexington, KY

FOR ADDITIONAL INFORMATION CONTACT: Sandra W. Miller
Department of Vocational Education
17 Dickey Hall
University of Kentucky
Lexington, KY 40506-0017
(606) 257-1210

APPLICATION ABSTRACT

PROGRAM TITLE: Food and Fitness

TARGET AUDIENCE: Senior High School Students

DESCRIPTION OF PROGRAM: A semester course in Home Economics/Physical Education with an emphasis on personal fitness. Personalized activities will be presented so that students will be able to comprehend fitness components and their contribution to sound emotional and physical health. Principles of nutrition and weight control as related to body composition and physical activity will be stressed. Students will assess their own fitness needs and eating patterns in order to develop a sequentially designed personal fitness program. Guest lectures, field trips, individual computer dietary analysis, care and prevention of athletic injuries, aerobic conditioning, weight training, and advanced units of instruction in selected activities are included.

EVIDENCE OF EFFECTIVENESS: Unit quizzes, post-tests, and evaluations by students indicate acquisition of cognitive skills by all students. The most exciting gains have been those in the affective domain. Students report changes in eating habits, and a new interest in the whole subject of nutrition. They return to class after the semester to ask more questions, seek help with diet-related problems, and share information from their families or a newspaper article they have read.

IMPLEMENTATION REQUIREMENTS: The program is best taught using both a vocational home economics and a physical education teacher, but could be varied and taught exclusively in a home economics department. It is best if students apply to take the course, thereby assuring a certain level of dedication on the part of the participants. Teachers should be current in their field, as new scientific information is forthcoming constantly. The learning activities should be varied to avoid technical subjects from becoming boring. Individual responsibility and problem-solving techniques should be stressed.

FINANCIAL REQUIREMENTS: An intitial investment is required for resource materials: up-to-date films and filmstrips, computer software, books, and evaluation instruments. After that, the program may be sustained very inexpensively with a small number of supplies needed each semester and an occasional up-date of materials.

Silver Spring, MD

FOR ADDITIONAL INFORMATION CONTACT:

Barbara Kane, Chairperson
Home Economics Department
Northwood High School
919 University Boulevard, West
Silver Spring, MD 20901
(301) 593-1110, Ext. 21

Mary Swanson, Coordinator
Home Economics
Montgomery County Public Schools
Room 269, Carver Educational
Services Center
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3143

APPLICATION ABSTRACT

PROGRAM TITLE: Home Economics Middle School Level I - A Resource Bulletin: Foods for Good Health

TARGET AUDIENCE: Grade 7 students - boys and girls

DESCRIPTION OF PROGRAM: Foods for Good Health is designed to help students understand the importance of nutritional breakfast and snack foods. Practical laboratory experiences should develop skills that will enable students to assume at least partial responsibility for meeting their own nutritional needs.

EVIDENCE OF EFFECTIVENESS: This unit was highly rated by middle school teachers using the Guide. Students' knowledge was rated by pre- and post-tests, and scores rose over 20% during the nine-week teaching period of the program.

IMPLEMENTATION REQUIREMENTS: A standard foods and nutrition labortory is used for student preparations. A teacher demonstration area is useful, but a student kitchen can also be used for demonstration purposes. Textbooks and audio visual media needed are listed in the bibliography.

FINANCIAL REQUIREMENTS: A standard home economics foods laboratory should be provided.

FOR ADDITIONAL INFORMATION CONTACT:

Anne Jones, Supervisor
Office of Home Economics
Baltimore County Public Schools
6901 Charles Street
Towson, MD 21204
(301) 494-4094

APPLICATION ABSTRACT

PROGRAM TITLE: Nutrition Education: An Omnibus Approach

TARGET AUDIENCE: Senior high school students enrolled in a high school Consumer Home Economics program of the Detroit Public Schools

DESCRIPTION OF PROGRAM: This program is concerned with universal issues relating to nutrition. It provides for many needs and consists of many components designed for improving the quality and standards of the individual and family life. This omnibus approach focuses on the utilization of decision making skills in six areas of nutritional concerns: nutrition and wellness for the family, leadership training and dissemination of information, nutrition for parents, future requirements, nutrition for children and the aged, and wellness for teens.

EVIDENCE OF EFFECTIVENESS: These materials have passed a review of standard by the Michigan Department of Education; they were field tested by the Detroit Public Schools Department of Curriculum Development and Services; and they were endorsed by Consumer Home Economics teachers, parents, and students in Consumer Home Economics.

IMPLEMENTATION REQUIREMENTS: The staff and facilities were in place for implementation. Ninety-five consumer home economics teachers, assigned to 21 high schools, are included. The majority of these teachers have full vocational authorization, an average of 15 years of experience in teaching Home Economics, and 99% have Master's Degrees.

FINANCIAL REQUIREMENTS: The local high school principal receives an annual budget from the Central Administration Fiscal Section of the Detroit Board of Education and programs for each of the school curriculum areas receive an allocation. Project PsyCHE (federally funded project) funds network with local school fund and, therefore, provide advantages for special needs students in nutrition education courses.

FOR ADDITIONAL INFORMATION CONTACT:

Dr. Ethel O. Washington
City Supervisor, Consumer Home Economics
Detroit Public Schools
5057 Woodward Avenue, RM 976
Detroit, MI 48202
(313) 494-1660

APPLICATION ABSTRACT

PROGRAM TITLE: FHA/W.I.N.S. (We Influence Nutrition by Sharing)

TARGET AUDIENCE: Secondary Students

DESCRIPTION OF PROGRAM: FHA/WINS was developed by Minnesota Future Homemakers of America as a chapter project. This is "peer to peer" education and is a "learning by doing" approach to understanding nutritional needs and to applying the knowledge for total wellness. Thirteen teams (one student and advisor from each of the FHA regions) are trained in a workshop to evaluate accurate nutrition information and then develop creative ways to present this information to peers. The ultimate goal is teenagers that know the facts, but also apply these facts in food choices balanced with experience. Each team then trains chapters in their local area.

EVIDENCE OF EFFECTIVENESS: Enthusiasm for continuation of this project is the best indicator of success. The first year of the project, 50 chapters (schools) were involved. Now over 75% of the chapters choose to be a part of the training. Students involved scored higher on "facts" after the training, but more important to this project, is change in participants' eating patterns and attitudes toward wellness. This is not measured in our project by an instrument, but by written or verbal observations of family, peers and others.

IMPLEMENTION REQUIREMENTS:

- Interest of teenagers in food choices, diets, weight control, fitness.
- Teacher/advisor with interest in food nutrition area and knowledge/expertise in this area.
- Setting that allows peer education.
- Support from teacher/administration for "creative" teaching styles.
- Time to develop local goals from needs of that school.
- Training in "peer education" techniques.

FINANCIAL REQUIREMENTS:

- Workshop presenters
- Travel expenses for "core" group training session
- Substitute for advisors of students attending training session
- Food supplies when "peer education" session requires this
- Purchasing resources needed and not readily available for loan or rent from some other source
- If statewide, money to reproduce developed materials

FOR ADDITIONAL INFORMATION CONTACT:

Barbara Barduson, Executive Director
MN Association of Future Homemakers of American
9875 East Inver Grove Trail
Inver Grove Heights, MN 55075
(612) 455-8463

APPLICATION ABSTRACT

PROGRAM TITLE: Minnesota Secondary Home Economics Curriculum in Food and Nutrition

TARGET AUDIENCE: Grades 5 through 12

DESCRIPTION OF PROGRAM: The nutrition curriculum examples submitted provide opportunities for secondary students to develop the knowledge and skills needed to make food and nutrition choices that will contribute to their health and that of their families. This nutrition curriculum makes it possible for students to acquire information and develop decision-making skills that promote attitudinal and behavioral changes.

EVIDENCE OF EFFECTIVENESS: Field test documentation was provided by thirty-six consumer and homemaking teachers during the 1983-1984 school year. Teachers were asked to field test one of the nutrition units and complete a field test assessment form. Teachers reported that the goals of this nutrition curriculum were achieved in that students gained food and nutrition knowledge to help them make informed food and nutrition decisions.

IMPLEMENTATION REQUIREMENTS: All teachers using the food and nutrition curriculum examples would need inservice related to the philosophy and theory underlying the model. Additional inservice may be required in didactic, teaching strategies, questioning skills, and assessment techniques.

FINANCIAL REQUIREMENTS: The cost of implementing the food and nutrition curriculum examples is dependent on the availability of current nutrition resources and the teacher's skill in using a variety of teaching strategies. In Minnesota, costs which have been incurred are related to inservice of teachers to help them understand the philosophy and theory underlying the model, the didactic teaching strategies, questioning skills, and assessment techniques. These costs have been covered by a joint effort between the Minnesota Department of Education and local school districts which have teachers involved in field testing the model.

FOR ADDITIONAL INFORMATION CONTACT:

Audrey M. Grote, Specialist
Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 296-3306

APPLICATION ABSTRACT

PROGRAM TITLE: Nutrition Education With Older Adults

TARGET AUDIENCE: Adults over age 59/Handicapped

DESCRIPTION OF PROGRAM: Nutrition Education With Older Adults is targeted for Senior Centers, presented in fifty-minute sessions prior to the Congregate Meal. Concepts are designed for immediate consumption and reinforced with learning experiences. Problem solving exercises, handouts, refreshments, door prizes, and answers to personal nutrition questions are motivational strategies.

EVIDENCE OF EFFECTIVENESS: The pilot program at the mid-Missouri town of Rolla showed 54 different subjects in attendance. Attendance at the replicated course in Moberly was 72, 69 in Jefferson City. Twenty percent of the participants were male. Participants showed significant gain in nutrition knowledge and change in attitude toward food habits and dietary practices especially in increased use of fruits and vegetables. Personal health, medical intake, attitudes, and socio-economic status were inhibiting factors in implementation of concepts.

IMPLEMENTATION REQUIREMENTS: 1) Training of the instructor/facilitator in methods of teaching older adults is necessary in order to promote a learning climate, control lighting and sound, and develop acceptable visuals. Physical comfort of the participants is a must for attendance. 2) Interviews or home calls need to be made to develop credibility and loyalty. 3) Motivational strategies promote social atmosphere and interest. 4) Time for reciprocal responses and interaction needs to be programmed. 5) Though nutrition education for Centers is a requirement of some states, it may be necessary to go through organizational structure.

FINANCIAL REQUIREMENTS: Program Instructor/Facilitator could be paid overload or course rate. Suggested pay in this area would be $30.00 per hour. Para-professional pay or student $5.00 per hour. Materials as hand-outs are generally free in small amounts. Door prizes and refreshments cost about $10.00 per session. Mileage is paid $.20 per mile if center is located in state or interviews are needed. Guests are available from Cooperative Extension, Home Economists in Business, Division of Health, Aging organizations, etc.

FOR ADDITIONAL INFORMATION CONTACT: June F. Glaser
Assistant Professor
Lincoln University of Missouri
Schweich Hall
Jefferson City, MO 65101
(314) 751-2310

APPLICATION ABSTRACT

PROGRAM TITLE: Make No Bones Without It

TARGET AUDIENCE: NEA'S - University of Missouri Extension; 4-H Food Leaders

DESCRIPTION OF PROGRAM: We showed the slide presentation entitled "Osteoporosis and You". This slide series was produced by St. Louis District Dairy Council. We also included ideas and materials for teaching others.

EVIDENCE OF EFFECTIVENESS: Each NEA must work with forty-nine families at all times. Letters of evidence are from the Food and Nutrition Specialist, with University of Missouri Extension Service that are responsible for training food leaders.

IMPLEMENTATION REQUIREMENTS: Would need "Osteoporosis and You" slides (available on loan basis through Dairy Council). Would also need brochures on calcium available through St. Louis District Dairy Council.

FINANCIAL REQUIREMENTS: Each of us was given $100.00 for executing our special projects and we were required to pay for materials, mileage, and meals. We gave packets of materials to each participant costing $1.17 each. This involved 53 people--making a total of $62.01.

FOR ADDITIONAL INFORMATION CONTACT:

Gerra Willoughby or
Ferral Andrews
P.O. Box 1837 S.S.S.
Springfield, MO 65805
(417) 862-1402

APPLICATION ABSTRACT

PROGRAM TITLE: Nutrition Education Project for Senior Citzens

TARGET AUDIENCE: Senior Citizens (55 and over)

DESCRIPTION OF PROGRAM: This is a custom designed nutrition education program to improve the nutritional state of senior citizens. A two-hour Food Fair program covering the basic four food groups, information on special diets, daily nutritional requirements, nutritional recipes, snacks, and suggestions for meals prepared in small quantities was taken to the senior citizens in their communities. The program was designed to be incorporated into scheduled meetings for seniors to alleviate the transportation problem.

EVIDENCE OF EFFECTIVENESS: Food Fairs were held at 19 sites with a total 784 senior citizens participating. The participants were asked to complete an evaluation form at the end of the session. The results indicated that 98% of the respondents viewed the presentation as useful and presented in a way that they could see and hear clearly.

IMPLEMENTATION REQUIREMENTS: The program must be conducted at a regular gathering site for the target audience—one where they are comfortable because it is familiar to them and easily accessible. A nutrition site, a housing complex, or an established social group meeting for senior citizens is best. Instructors should consist of a dietician and persons with some home economics or nutrition education background. The learning resources are easy to acquire or copy.

FINANCIAL REQUIREMENTS: This program was funded by a state vocational education grant for consumer and homemaking programs. The budget of $5,226.00 covered the initial development of the curriculum, presentation of the Food Fair in 19 locations with a total of 784 participants, and the dissemination of 12 packets of the curriculum to other community colleges in Nebraska. The cost of implementing the program in other areas could be dependent upon salary rates for personnel and distance to the sites.

FOR ADDITIONAL INFORMATION CONTACT:

Tina Morgan, Program Associate
Continuing Education Division
Metropolitan Technical Community College
P. O. Box 3777
Omaha, NE 68103
(402) 449-8520

APPLICATION ABSTRACT

PROGRAM TITLE: "Return of the Taste Buddies"

TARGET AUDIENCE: Third Grade students in selected Omaha Public Schools

DESCRIPTION OF PROGRAM: The three-week program coordinated nutrition education experiences in the classroom and the school cafeteria. Classroom learning experiences included an animal feeding project and selected activities from the National Dairy Council's FOOD...Your Choice Level II nutrition education learning system. School cafeteria learning experiences included providing tasting trays of new foods to classrooms and activities from the National Dairy Council's TASTE...Your Choice nutrition education system for elementary school food service. The program was concluded with a Feature Food Day where students were introduced to a food and shared their nutrition knowledge with parents.

EVIDENCE OF EFFECTIVENESS: Milk and vegetable consumption were measured in plate waste studies before and after the program was conducted in the 1983 and 1984-85 projects. In each case, student milk and vegetable consumption increased in the schools where the project was conducted; while it was unchanged or decreased in schools where the project was not conducted. In addition, nutrition attitudes, knowledge, and food intake patterns were tested before and after the 1982 project, and showed improved behavior and knowledge in the students exposed to the Taste Buddies project.

IMPLEMENTATION REQUIREMENTS: The program requires strong cooperation and coordination between the district school food service director and the elementary curriculum coordinator. In addition, teachers involved in the project require a one-hour inservice on the FOOD...Your Choice and animal feeding activities. School food service personnel require a one-hour inservice on the TASTE...Your Choice activities

FINANCIAL REQUIREMENTS: The following financial requirements are calculated for one school and are based on 3 classrooms of 30 students each:

Classroom material:	$51.21	(one-time cost; these materials can be used in subsequent years.)
Printing material:	29.10	(cost per each time program is used)
	$80.31	Funded be Dairy Council
Food and Labor	287.00	(this cost can be reduced by offering fewer nourishments during the project and by in-servicing the food service in regular duty hours. This was funded by the Omaha Public Schools' Food Service budget)
TOTAL COST	$367.31	

FOR ADDITIONAL INFORMATION CONTACT:

L. Kay Gilbow, R.D.
Omaha Public Schools
Board of Education
3902 Davenport Street
Omaha, NE 68131
(402) 554-6424

APPLICATION ABSTRACT

PROGRAM TITLE: Changing Nutritional Patterns

TARGET AUDIENCES: All students enrolled in Vocational Home Economics courses at Deptford High School, Nursing Home patients, Senior Citizens groups. St. John of God's students.

DESCRIPTION OF PROGRAM: This is a unique high school and community based program seeking to promote good nutritional habits and understanding throughout all stages of life. Through FHA-HERO chapter activities, students teach nutrition to various groups in the community. Focus has been on the pregnant, the elderly, the young, and the handicapped.

EVIDENCE OF EFFECTIVENESS: The Nutrition Program has been proven to serve a definite need in our community. We are able to teach pre-schoolers, adults, the elderly, handicapped children, and other interested groups in the community. We are able to also develop an awareness in our high school students of the importance of good nutrition throughout life and how nutritional needs change at different stages of life. Interest and enthusiasm among the high school students has developed into many FHA-HERO projects for which the students have won local and state recognition. Evidence of effectiveness is also demonstrated by the changing food habits and awareness of our high school students.

IMPLEMENTATION REQUIREMENTS: Students identify appropriate community groups in need of nutritional education. The students work cooperatively with the agency for implementation of an effective educational project.

FINANCIAL REQUIREMENTS: One outstanding feature of this program is its cost effectiveness. No additional staff members must be hired. All expense for the program is through the regular school budget.

FOR ADDITIONAL INFORMATION CONTACT:

Karen L. Opyoke
Vocational Home Economics Teacher
Cooperative Home Economics
Coordinator
Deptford Township High School
575 S. Fox Run Road
Deptford, NJ 08096
(609) 227-6000, ext 211

APPLICATION ABSTRACT

PROGRAM TITLE: Food Sense and Non-Cents program

TARGET AUDIENCE: A nutrition education program for senior citizens. Program can be adapted for various cultural groups.

DESCRIPTION OF PROGRAM: Nutrition education for senior citizens is a ten session program. Classes are conducted by certified home economics teachers in senior citizen centers and senior meeting sites around the city after school hours and on Saturdays.

EVIDENCE OF EFFECTIVENESS: The program has received local and state support. Since its inception in 1975, programs have been offered in senior citizens buildings, churches, and meeting sites of several cultural groups. The request for programs has exceeded the available staff and finances. Evaluations are excellent. Unsolicited comments of praise and commendation have been received.

IMPLEMENTATION REQUIREMENTS: Home economics teachers who are able to teach the principles of nutrition and consumer education to adults. Small appliances that will enhance lesson presentations. Booklets and pamphlets that deal with nutrition for the elderly. Audio-visual aids, especially filmstrips and a projector. Meeting room that is accessible to kitchen or sink units and table for demonstrating preparation techniques.

FINANCIAL REQUIREMENTS: Salary for certified teachers (depending on number of sites). Budget for supplies, equipment and other materials.

FOR ADDITIONAL INFORMATION CONTACT:

Mrs. Evelyn H. Bailey
Supervisor of Home Economics
Jersey City Board of Education
241 Erie Street
Jersey City, NJ 07302
(210) 547-5638

APPLICATION ABSTRACT

PROGRAM TITLE: Nutrition Seminar for Athletes

TARGET AUDIENCE: High School Male and Female Track Team Members

DESCRIPTION OF PROGRAM: FHA/HERO utilized the umbrella of the National "Impact" Project: "The Student Body" to present nutrition education information on a peer basis to athletes. A treasure hunt game, dramatic letter, mini lecture, blender demonstrations, microwave oven demonstration, overhead projector focused lesson, remarks by a former Franklin High School male FHA/HERO President, and taste testing were all included into delightful after school teaching/learning sessions.

EVIDENCE OF EFFECTIVENESS: A structured evaluation sheet was included in each participant's folder. The feedback from the target audience was exceedingly positive. Our athletic director and the team coach endorsed our message and had positive comments regarding the outcome. Moreover, a desire was expresses to have such a project expanded for 1985-86.

IMPLEMENTATION REQUIREMENTS: Replication of such a program would require knowledge of the National "Impact" Project: "The Student Body." It would also be helpful to have a Dairy, Food, and Nutrition Council, Inc.'s, "Food...Your Choice" Level Four: Home Economics. An active local chapter of FHA/HERO could prove to be a real plus.

FINANCIAL REQUIREMENTS: As per the Dairy Council, "initial costs for schools to install the program are modest." And all materials are reusable - from class to class and from year-to-year. Also government commodities help to keep expenses at a minimum.

FOR ADDITIONAL INFORMATION CONTACT:

Mrs. Betty L. Hodges
Franklin High School
Francis Street
Somerset, NJ 08873
(201) 249-6410

APPLICATION ABSTRACT

PROGRAM TITLE: Ohio Family Life Education Program

TARGET AUDIENCE: Young parents and their children (0-4 years) living in disadvantaged areas. Eleven programs located throughout Ohio.

DESCRIPTION OF PROGRAM: Classes in nutrition/food preparation/consumer education as well as parent-child interaction classes where low income families learn basic nutrition and its importance in the health and well being of family members.

EVIDENCE OF EFFECTIVENESS: 1. Number of participants meeting objectives for learners. 2. Observation of changes in behavior in center. 3. Client expressions of how much they value the nutrition component of the program - the most important part for many adults in the programs.

IMPLEMENTATION REQUIREMENTS: Vocational Home Economics Teachers; Child Care Aides; supplies; facilities large enough to provide space for classes and demonstrations. May be implemented in one site.

FINANCIAL REQUIREMENTS: Salaries of teachers and aides are major requirement (90%+). Facilities are provided without cost by many agencies. Supplies for classes - 10% or less of budget.

FOR ADDITIONAL INFORMATION CONTACT:

Mabell Black
State Supervisor
65 S. Front Street, Room 912
Columbus, OH 43215
(614) 462-6832

APPLICATION ABSTRACT

PROGRAM TITLE: Implementation of Nutritional Snacks in the Comprehensive Home Economics Curriculum.

TARGET AUDIENCE: 9-12 Grade students enrolled in vocational home economics

DESCRIPTION OF PROGRAM: A project of nutritional snacks is presented in the nutrition education curriculum to promote sensible eating habits in daily diets at the present time and to promote improvement in the future eating habits of individuals in a rural, low-economic community.

IMPLEMENTATION REQUIREMENTS: A comprehensive home economics program with interest and direction of the classroom teacher to implement nutritional snacks in nutrition and food preparation units by exercising initiative, creativity, innovation, and motivation.

FINANCIAL REQUIREMENTS: The cost of this program was absorbed into the funds budgeted to the local comprehensive home economics program by the local school board provided by federal, state, and local funds. The FHA/HERO and YHO organizations provided extra funds through their budgets to promote their sponsored projects.

FOR ADDITIONAL INFORMATION CONTACT:

Wanda Kimbrell
Vocational Home Economics Teacher
Oaks High School
P.O. Box 26
Oaks, Oklahoma 74359
(918) 868-2418

APPLICATION ABSTRACT

PROGRAM TITLE: Nutrition Education in Our Local Home Economics Department and FHA Chapter With Statewide Chapter Involvement

TARGET AUDIENCE: High School (grades 9-12), Kindergarten, Senior Citizens, General Public (Skill Fairs, Display, etc.), Teacher Education

DESCRIPTION OF PROGRAM: The home economics program can be a one to four year course in which students earn one credit per year. The curriculum in the nutrition units include the study and application of nutrition through: food preparation, physical fitness, decision making, and consumer decisions as releated to the individual student and the family unit. Three broad concepts of the program are: knowledge of nutrition, good eating habits and physical fitness, and youth involvement through teens teaching teens.

EVIDENCE OF EFFECTIVENESS: Nutrition education and the involvement of the FHA Chapter has been a vital part of the Okeene Vocational Home Economics program for the past 12 years that Mrs. Kellner has been an instructor. The nutrition section of the courses consists of curriculum development by the Oklahoma State Department of Vocational and Technical Education, with college educators, local teachers such as Mrs. Kellner, and students. The youth involvement has been evidenced through "The Student Body" program, working with kindergarten students, senior citizens, and the Oklahoma Department of Agriculture "A-OK Cook off". General public awareness has been accomplished through skill fairs, state and local displays, and participating in Vocational Education activities at the State Capitol. Program visibility and interpretation has been publicized in local newspapers, the Oklahoma FHA/HERO newsletter, and the National FHA magazine "Teen Times".

IMPLEMENTATION REQUIREMENTS: The combination of a dedicated, enthusiastic and qualified instructor, along with a supportive administration and an active advisory committee has resulted in the development of an exemplary program. Mrs. Kellner's classroom is conducive to many types of learning experiences. Up-to-date references, resources, curriculum materials, and audio visual aides are available and contribute to program development and implementation.

FINANCIAL REQUIREMENTS: Financial support for the program is provided by local and state funds allocated for vocational consumer and homemaking programs. Individual donations from local advisory committee members also support program and projects along with FHA fund raising activities.

FOR ADDITIONAL INFORMATION CONTACT:

Ms. Patricia Kellner
Vocational Home Economics Teacher
Okeene High School
Box 409
Okeene, OK 73763
(405) 822-3219 or 822-4659

APPLICATION ABSTRACT

PROGRAM TITLE: Sulphur High School Vocational Home Economics

TARGET AUDIENCE: High School Freshmen, Sophomores, Juniors, and Seniors, Male and Female

DESCRIPTION OF PROGRAM: A vocational education program designed for students enrolled in comprehensive homemaking classes. The foods and nutrition units range from 9 to 12 weeks, depending on class level. The classes meet 55 minutes per day, 5 days per week. The units include lab work, lecture, and discussion which teach food preparation with special emphasis given to the nutritional aspect of foods. The students are encouraged to enter the foods related contests sponsored by the Future Homemakers of America.

EVIDENCE OF EFFECTIVENESS: This program is endorsed by the Sulphur Board of Education, the State Department of Education, Joyce Thompson, State Supervisor of Home Economics Education at the Oklahoma State Department of Vocational Technical Education, and North Central Association. Effectiveness has also been shown by increased enrollment in general, including increased male enrollment.

IMPLEMENTATION REQUIREMENTS: A classroom and at least one completely outfitted kitchen area with utilities is required. Class sizes can be limited according to facilities. The ideal number of kitchens is one per four students per hour. Books and curriculum materials are needed. One qualified vocational home economics teacher with a minimum of a BS degree and a teaching certificate is required. This program would be easily implemented in a high school with an ongoing home economics department.

FINANCIAL REQUIREMENTS: The initial expense to set up this program in an existing building would be approximately $15,000 per four kitchens. At least one teacher's salary, based on state salary schedules, is needed. Textbooks can be purchased every 5 years with state funds. There should be a budget for repair and replacement of equipment and for supplies and food needed monthly.

FOR ADDITIONAL INFORMATION CONTACT:

Cynthia Clampet
Sulphur High School
700 W. Broadway
Sulphur, OK 73086
(405) 622-3174

APPLICATION ABSTRACT

PROGRAM TITLE: New Horizons in Nutrition

TARGET AUDIENCE: Grade 9-12 Vocational Consumer Homemaking students

DESCRIPTION OF PROGRAM: New Horizons in Nutrition is a series of ten instructional packets which provide information on basic concepts in nutrition by directing instruction to topics of interest to teenagers. The packets can be used individually or as a series to provide a comprehensive course. Flexiblity is also insured as the series is appropriate for group or individual instruction.

EVIDENCE OF EFFECTIVENESS: Field testing with over 800 students indicated significant cognitive gains were made at the .05 level. Attitudinal surveys with both teachers and students showed a favorable response in terms of relevancy to student needs, clarity of information, and appeal to student interest.

IMPLEMENTATION REQUIREMENT: Currently there is a need to revise and update the information in the packets. If that were accomplished and a starting supply of packets were printed, interested parties could purchase the series at cost ($10.00/set) and the supply could be replenished on an on-going basis.

FINANCIAL REQUIREMENTS: $4,000.00 - to revise and update materials. $10.00/set to interested parties who wish to purchase the materials for classroom use.

FOR ADDITIONAL INFORMATION CONTACT:

Jane Grogan
Luzerne Intermediate Unit #18
368 Tioga Avenue, Box 1649
Kingston, PA 18704
(717) 287-0702

APPLICATION ABSTRACT

PROGRAM TITLE: CHOW A Simulation of Nutrition and Food Budgeting

TARGET AUDIENCE: Grades 4 to 8, average ability; Grades 9-10, remedial

DESCRIPTION OF PROGRAM: CHOW was designed by two fifth grade classroom teachers who wanted their students to show that they could use nutrition knowledge in everyday situations. Thus, CHOW is a complete four week unit in which students first learn what constitutes good nutrition and then participate in a simulation where they must apply what they have learned. In teams of three (a Planner, a Shopper, and an Eater) the students work together to plan meals, to shop at the class store, and to evaluate their meals according to nutrients and calories. Teams must make food selections and substitutions on a limited, yet realistic budget. Food Fate and Cash Consequence cards add real-life dimension to each day's play.

EVIDENCE OF EFFECTIVENESS: During the 1984 school year, a group of 38 students who participated in CHOW were given a pre-test and post-test designed by the authors with the help of a registered dietitian and CERRIC (Center for Evaluation and Research Rhode Island College) to reflect specific objectives of CHOW. The results of the tests, which were evaluated by CERRIC, showed a significant increase in the percentage of correct responses.

IMPLEMENTATION REQUIREMENTS: CHOW can be implemented by a classroom teacher with no outside help. Materials needed: 1 CHOW student's guide for each student in the class and 1 Teacher's Guide. However, if teachers wanted inservice training for CHOW, a presenter is available.

FINANCIAL REQUIREMENTS: The cost to implement this program for a class of 35 students is $40.00. If a district chose to inservice its teachers, the cost for the presentor is $100.00 per diem plus travel expenses.

FOR ADDITIONAL INFORMATION CONTACT:

Frances Sammons & Robin Sweet
Jamestown School
Lawn Avenue
Jamestown, RI 02835
(401) 423-1056

APPLICATION ABSTRACT

PROGRAM TITLE: A Touch of Southern "Class" - The Fair With A Flare

TARGET AUDIENCE: Secondary Students - Grades 9-12

DESCRIPTION OF PROGRAM: The Foods and Nutrition Education Program is designed with the well-being and nutritional interests of the students to give students a basic understanding of food and its affect on appearance, personality, mental performance, and strength. The Nutrition Fair was devised to reach a broader spectrum of the student body in order to promote proper nutrition.

EVIDENCE OF EFFECTIVENESS: In its first year of implementation, the Nutrition Fair reached over 900 school and community people viewing approximately thirty exhibits displayed by students and resource people. The popularity has increased steadily every year since.

IMPLEMENTATION REQUIREMENTS: An enthusiastic Consumer and Homemaking teacher with a good working knowledge of foods and nutrition is necessary to make this an effective program. Kitchen laboratory facilities are needed for students to practice the practical knowledge learned. An open seminar or auditorium area should be available for the Nutrition Fair Activities.

FINANCIAL REQUIRMENTS: Consumer and Homemaking budget with a line item for foods, laboratory work, and teacher demonstrations. Additionally, money will be needed for consumable supplies and materials.

FOR ADDITIONAL INFORMATION CONTACT:

Marie S. Bell
Columbia High School
1701 Westchester Drive
Columbia, SC 29210
(803) 798-1758

APPLICATION ABSTRACT

PROGRAM TITLE: "Come Alive for 85" Health Club with Additional Community Projects Related to Nutrition Education

TARGET AUDIENCE: Junior High School students/Secondary High School students and local community organizations.

DESCRIPTION OF PROGRAM: The "Come Alive for 85" Health Club was developed by the HERO members of the Advanced Food Service Class at the Johnson City Vocational Technical Center. The club met once a week for ten weeks with each session focusing on specific topics of interest for the participants. The topics ranged from dieting disorders to weight lifting techniques. Participants of the club were weighed each session if they desired and were given informative packets of nutrition education materials. The supplementary activities the students (HERO) were involved in broadened their scope and audience for their nutrition project.

EVIDENCE OF EFFECTIVENESS: The Health Club participants have requested that the program be implemented again next year as well as maybe organizing a spring health club also if the school calendar allows time wise. Participants selected their individual goals of losing five pounds, toning up by participating in the aerobic sessions held at each meeting, or gaining further nutrition education materials. The attendance was always very supportive of each guest speaker, and the discussion sessions showed interest in each topic being presented. Community organizations have asked us to help them again also.

IMPLEMENTATION REQUIREMENTS: Funding for distribution of nutrition education materials must be available in order to duplicate needed information for each member. Transportation after school may be a problem. A facility to hold approximately 24 members in a lecture type setting as well as an area for exercise to be performed is necessary. Community resources must be available to volunteer their time on each topic of interest or funding available to cover costs. Program must be well publicized in order to gain members. Meetings must be organized and on time to be consistent.

FINANCIAL REQUIREMENTS: Funding must be available for printing costs, communications, small office supplies, transportation, and any instructional materials or fees. Gifts of appreciation may be given in order to show guest speakers that their time was well received. Nutrition education materials must be available/purchased for Health Club members as well as community resources that have asked for your assistance. Funding may be kept at a minimal if school facilities/staff are available.

Johnson City, TN

FOR ADDITIONAL INFORMATION CONTACT:

Glenda G. Whitehead
Food Service Instructor/HERO
Advisor
Johnson City Vocational-Technical
Center
501 Liberty Bell Blvd
Johnson City, TN 37601
(615) 929-2151

APPLICATION ABSTRACT

PROGRAM TITLE: A Preventive Health Program for Nutrition Education

TARGET AUDIENCE: Teachers and students in Vocational Home Economics, health, science, and social studies classes in 14 selected schools.

DESCRIPTION OF PROGRAM: This project was designed as a health awareness program to implement a sequential nutrition education curriculum guide. (Tennessee Educates for Nutrition Now) in grades 7-12. The home economics teachers also cooperated with other subject areas that included science, health, social studies, and the school cafeteria programs.

EVIDENCE OF EFFECTIVENESS:

Student effectiveness:

1. An increased awareness of the benefits derived from nutrition education lessons.
2. Awareness of nutrition when selecting food items in the school cafeteria.
3. Increased student activities for involvement in the school food service program.

Teacher effectiveness:

1. Abundance of resources for teachers increasing effectiveness in the classroom.
2. Established communication between the classroom teacher and the school food service manager to enhance food experiences, equipment and sanitation knowledge, and procedures.

IMPLEMENTATION REQUIREMENTS:

1. Team training to collaborate the selected schools, under the direction of the local system's goals and objective for academic achievement and within the guidelines of the system's curriculum development goals and objectives.
2. Pre-testing with students and teachers in wellness, fitness, and nutrition knowledge.
3. Core teachers developed the implementation plan for subject areas.
4. Participation by teachers in training sessions.
5. Activities conducted in the classroom of identified subject areas; teachers using the vocational home ecnomics laboratory and the school cafeteria as resources.

FINANCIAL REQUIREMENTS: Funding provided by State Department of Education, Nutrition Education and Training funds, and the local Division of School Food and Nutrition Services at the rate of $1,562.00 per school. Funds used for resource materials and training aid classroom teachers.

Memphis TN

FOR ADDITIONAL INFORMATION CONTACT:

Mrs. Helen Royer
Nutrition Consultant
Division of School Food and
Nutrition Services
Memphis City Schools
2597 Avery Avenue
Memphis, TN 38112
(901) 454-5250

APPLICATION ABSTRACT

PROGRAM TITLE: Computer Analysis of Student Personal Food Consumption

TARGET AUDIENCE: McNairy County 10th Grade High School Students

DESCRIPTION OF PROGRAM: Health students are logging a three day record of their food input and daily activities. These will be run through a computer software program which will give an analysis of their diet. Teachers are administering to their students a Health Habits and Attitudes Survey, a Plan of Action Survey, and a Comprehensive Assessment of Nutrition Knowledge, Attitudes and Practices (CANKAP). Following a pre-test, teachers and resource people will give two weeks of nutrition instruction using Health text, films, and numerous nutritional teaching aids. The students will once again log their diets and activities for three days. Post-surveys and post-test will be administered. A comparison will be made by Ms. Bedwell and nutrition teams from the University of Tennessee, Knoxville.

EVIDENCE OF EFFECTIVENESS:

1. Positive image about food service (both teachers and students).
2. A 15% increase in school lunch participation in the two high schools.
3. Students enjoy school because of good food.
4. Ms. Bedwell, Food Service Director, is having additional requests to serve as a nutrition resource person.
5. Anaylsis of pre- and post-test are unavailable at this time as the project is to be completed at the end of the 1984-85 school year.

IMPLEMENTATION REQUIREMENTS: Health is a semester course; therefore, time has been a factor. The nutrition team from U.T.-Knoxville will only analyze date when the total project is completed. Choosing an appropriate software program required study and input from U.T.-Knoxville. Purchasing and receiving this wonderful program delayed this portion of the project for the first semester students. Duplicating forms to be administered was done by the Food Service Secretary. Films, books, Dairy Council materials, and Florida Citrus materials have been available as needed. Resource people have been available on a moment's notice. Teachers were trained to new approaches of teaching nutrition. Teachers were given the same test as the students.

FINANCIAL REQUIREMENTS: $4,000 Nutrition Minigrant from Tennessee Department of Education.

Substitute Teachers	$ 156.00
Travel - Instructional Personnel	$ 120.00
Instructional Supplies (Films)	$2,748.00
Library Books	$ 249.50
Other (Computer Supplies, etc.)	$ 726.50

Selmer, TN

FOR ADDITIONAL INFORMATION CONTACT:

Marie Bedwell, Director
McNairy County Board of Education
Food Service Department
Courthouse
Selmer, TN 38375
(901) 645-7731

APPLICATION ABSTRACT

PROGRAM TITLE: Nutrition and Food Science

TARGET AUDIENCE: Students enrolled in grades 10-12

DESCRIPTION OF PROGRAM: The program is constructed so as to provide students with a basic understanding of the process by which foods are assimilated by the body and the chemical needs foods provide. Emphasis will be placed on foods as bearers of nutrients and the energy balance necessary for good health.

EVIDENCE OF EFFECTIVENESS: The program content was validated by Carolyn Driver, Associate Director of Home Economics Education, and Lorna Bouldin, Area Supervisor of Home Economics Education, State Department of Education, Richmond, Virginia. It is currently being piloted in Appomatox County, Virginia. Students entering the nursing field who had taken this class were able to score much higher on entrance exams than those students who had not had benefit of this class.

IMPLEMENTATION REQUIREMENTS: Equipment currently used in the home economics department is adequate to teach this course. A currently certified home economics instructor with at least 12 hours in the basic sciences is able to teach nutrition and food science. State funding for a new program is based on maximum enrollment plus 15%. Equipment is purchased through state and local vocational appropriations.

FINANCIAL REQUIREMENTS:

Texts (class of 20 students)	$ 555.00	
Instructional materials	$ 600.00	(consumable)
Instructional supplies-filmstrips, computer software, videotapes	$1,200.00	
TOTAL	$2,355.00	

FOR ADDITIONAL INFORMATION CONTACT:

Phyllis J. Dobbie
Program Specialist
Home Economics Education
Chesterfield County Public Schools
Chesterfield, VA 23832
(804) 748-1506

APPLICATION ABSTRACT

PROGRAM TITLE: Shaping Up, Inside and Out

TARGET AUDIENCE: Senior high school students in grades 10-12

DESCRIPTION OF PROGRAM: Shaping Up, Inside and Out is a semester class which emphasizes information and experiences that promote a healthy lifestyle and long-term weight management. The program involves students in three components of weight management: nutrition, feelings, and exercise. Through the use of decision making and problem solving skills, students learn to design plans to balance these components to meet their weight needs. The course divides time equally between classroom instruction and aerobic exercise. The approach is a combination of education and its application in a supportive atmosphere.

EVIDENCE OF EFFECTIVENESS: Since this program has only been taught three semesters at Interlake, long-term evidence is still being accumulated. However, to date, all Interlake students enrolled in this course show improvement in one or more areas of fitness. In addition, similar programs are in use in the surrounding districts of Renton, Issaquah, and Lake Washington. These programs have been in effect for up to four years. The general consensus of teachers involved is that this approach to weight management is highly successful.

IMPLEMENTATION REQUIREMENTS: Facilities and equipment required include only those normally available in home economics and physical education classrooms, laboratories, and gymnasiums. If singularly taught, the teacher needs both the ability to lead the aerobic exercise and the background training to teach nutrition. Just add some students interested in weight management, and you have the ingredients for one of the most exciting and relevant classes on campus.

FINANCIAL REQUIREMENTS: The needs of Shaping Up, Inside and Out can usually be met by normal classroom budgetary allocations. Start-up costs are relatively low and once begun, maintenance expenses minimal.

FOR ADDITIONAL INFORMATION CONTACT:

Lynn Couch
Home Economics Instructor
Interlake High School
16245 NE 24th Street
Bellevue, WA 98008
(206) 455-6171

APPLICATION ABSTRACT

PROGRAM TITLE: The Student Body

TARGET AUDIENCE: Wisconsin FHA/HERO members: 5661 members in 8 districts

DESCRIPTION OF PROGRAM: The Wisconsin Student Body project is a network of peer educators. Each of the eight FHA/HERO districts has a WINS (We Influence Nutrition through Sharing) team. Each WINS team consists of one student and one advisor from a district FHA or HERO chapter. The WINS teams were chosen by the chapters that successfully applied for a NET (Nutrition Education and Training) Grant. The NET Program, along with the Department of Public Instruction and FHA/HERO, awarded funds to innovative and exciting nutrition education projects.

EVIDENCE OF EFFECTIVENESS: Carol Philipps, Program Coordinator for the Nutrition Education and Training Program in the Wisconsin Department of Public Instruction, provided the expertise in validating all nutrition information produced through The Student Body. The Wisconsin chapter of the American Heart Association provided consultants on the fitness aspect of the project. Each FHA/HERO WINS team was assigned a volunteer member of the American Dietetics Association as a consultant for chapters throughout the district. Changes in actions and attitudes as a result of the project were reported to the WINS team for that district. The Wisconsin student and advisor coordinators were also chosen to be on the National Advisory committee for the project and participated in evaluating the direction of the project nationally and planning the project's future.

IMPLEMENTATION REQUIREMENTS: The WINS teams' respnsibilities are to: 1) successfully implement their own nutrition project for which they received funding, 2) provide a workshop on nutrition and fitness at the FHA District Leadership Meetings, 3) attend a training workshop in August of each year, 4) follow up on the projects of each local chapter throughout their districts, 5) attend the FHA Leadership Conference in April, and 6) encourage new chapters to become involved in nutrition education.

FINANCIAL REQUIREMENTS: The Nutrition Education and Training (NET) Program made funds available to FHA/HERO chapters in Wisconsin. The grants, ranging from $50.00 to $375.00, were awarded jointly by the Department of Public Instruction, NET, and the state FHA/HERO office.

FOR ADDITIONAL INFORMATION CONTACT:

Bobbi Momchilovich
Cumberland High School
1000 8th Avenue, Box 67
Cumberland, WI 54829
(715) 822-2251

APPLICATION ABSTRACT

PROGRAM TITLE: Nutrition . . . . From Our Corner of The World

TARGET AUDIENCE: Public - Ages 3 to 103

DESCRIPTION OF PROGRAM: A comprehensive program including Adult and Continuing Education in foods/nutrition for children 3-10 and adults 16 and up, training in food service jobs ages 16 and up, nutrition activities for children 3-5, wellness programming for WCTI full-time students, marketing healthful foods to golfers and nursing home residents, cookbooks highlighting nutrition and Wisconsin foods, displays and demonstrations related to nutrition and wellness, plus unique opportunities for exercise as part of wellness.

EVIDENCE OF EFFECTIVENESS: Results of class participation, support letters, and demonstrations at schools and organizations support the effectiveness of classes for parents and children. Enrollment in food service training and job placement validate career training offered by WCTI. Use of jogging and ski trail plus membership in health clubs evidence use.

IMPLEMENTATION REQUIREMENTS: This program can be implemented in total or any components. Existing community facilities can provide valuable opportunities for training sites which can extend the institution. Community cooperation, volunteer time, and contracting can further expand visibility and goals.

FINANCIAL REQUIREMENTS: Continuing Education classes, food service training, day care, and health clubs can be implemented at no expense for an institution. Contracting activities can further expand the available services.

FOR ADDITIONAL INFORMATION CONTACT:

Mary Ann Spangler, Coordinator
Continuing Education/Home Economics
Waukesha County Technical Institute
800 Main Street
Pewaukee, WI 53072
(414) 691-5224

APPLICATION ABSTRACT

PROGRAM TITLE: Good Food Feelings

TARGET AUDIENCE: Elementary children in grades one through four

DESCRIPTION OF PROGRAM: Good Food Feelings was designed to help elementary students form positive attitudes toward food, which will result in improved eating habits and wise food choices. To have a real and lasting effect on eating behavior, a knowledge of nutriton is not enough. This program allows children an opportunity to experience nutrition. Each lesson includes a "making and tasting party." The goal is to help children see nutrition not as a school subject, but rather as a part of their daily lives. In addition to regularly scheduled lessons, nutrition learning is integrated with other subject areas, with school-wide thematic programs, with school breakfast and lunch programs, and with snacks and parties served at school. Parents also participate.

EVIDENCE OF EFFECTIVENESS: The program has operated for five years and involves 200 students each year. Elementary teachers, parents, and students have voiced support for the continuation and expansion of the program. Specific school policies, staff attitude changes, and behavior changes by students are evident by the following: 1) School snacks are sold only after lunch and the nutritional quality of available snacks has improved. 2) School parties include nutritious refreshments. 3) Teachers no longer enforce a "clean plate" rule in the dining room. 4) Staff members and parents are more aware of their influence as role models. 5) Parents provide more nutritious snacks for school functions. 6) Students share nutrition information with parents. 7) Changes have occurred in student behavior and attitude toward food and nutrition in a postive direction.

IMPLEMENTATION REQUIREMENTS: The program can be implemented with little more than a regular classroom equipped with electrical outlets and tables. A convenient water supply for clean-up activities is necessary. An existing home economics classroom is more than adequate for the program, and a laboratory is NOT required. Various portable electrical appliances are necessary, depending on the tasting experiences planned. Paper products should be used whenever feasible to reduce clean-up procedures.

FINANCIAL REQUIREMENTS: Funds must be provided for purchase of food and supplies for "making and tasting" experiences. If appropriate instructional materials on nutrition and foods are not available from an existing home economics program, funds ranging from several hundred to several thousand dollars would be necessary to teach the program, depending on its organization at the local level.

FOR ADDITIONAL INFORMATION CONTACT:

Mary Kay Harrison
P O Box 62
Fairview, WV 26570
(304)449-3554

APPLICATION ABSTRACT

PROGRAM TITLE: Real Nutrition

TARGET AUDIENCE: Foods I: Grades 10-12

DESCRIPTION OF PROGRAM: An introductory nutrition program which is designed to become real via modeling and illustration through reports, activities, and demonstrations. A small group of two or three students provide and practice information and skills about a specific topic related to the broad umbrella of nutrition. Student understanding is checked through feedback, laboratory application, and testing.

EVIDENCE OF EFFECTIVENESS: Students achieve a high degree of confidence and success as a result of completing this program of study as shown by the finished projects and testing. A final means of checking for positive results is gained through the results of the evaluation at the end of the program.

IMPLEMENTATION REQUIREMENTS: There are no select or special resources required for this program other than those found in the typical foods classroom. Current articles on topical areas from newspapers, magazines, and health associations, along with class texts, films, and library materials are the foundation of this program. Teachers who believe in the worth of their students are the final ingredient. Without them, students will not be allowed to learn while correcting their mistakes.

FINANCIAL REQUIREMENTS: Fifty dollars from the foods budget for each class of twenty students is the maximum financial support required for each semester's expenses.

FOR ADDITIONAL INFORMATION CONTACT:

Dr. Karen Appel
Department Chairman
NCHS
930 S. Elm Street
Casper, WY 82601
(307) 234-9121

Mrs. Rita Blohm
Foods teacher
Same Address

APPENDIX

NATIONAL DIARY BOARD/AMERICAN VOCATIONAL ASSOCIATION
NUTRITION EDUCATION PROJECT
ADVISORY COMMITTEE

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University of Wyoming
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NUTRITION EDUCATION PROJECT

CRITERIA

PROGRAM GOALS AND PURPOSES (Judging weight 15 points)

- o The goals of the nutrition education program reflect the purposes of vocational home economics education.
- o The goals identify the audience.
- o The goals are appropriate for the available level of funding.
- o The goals include emphasis on the development of decision making and problem solving skills.
- o The goals are designed to develop positive attitudes towards nutrition for good health.

PROGRAM DESCRIPTION (Judging weight 40 points)

Objectives for Learner Outcomes

- o The objectives are stated in measurable terms.
- o The objectives are consistent with the goals of the program.
- o The objectives are appropriate for the specific audience.

Content

- o Program is exemplary, innovative, creative, and adaptable.
- o The basic principles taught are stated.
- o Instructional strategies address both cognitive and affective learning domains.
- o Program includes information about reliable nutrition support services and other reliable sources of information for learners.
- o Program has a comprehensive curriculum with a family focused orientation.
- o Program content is consistent with generally accepted nutrition practices.
- o Program carries the endorsement of the local advisory committee.

Learning Experiences

- o Learning experiences are appropriate for the specific audience.
- o The Future Homemakers of America, FHA/HERO chapter activities are an integral part of the program, where appropriate.

Instructional Resources

- o The program materials are available and/or reproducible.
- o A resource list of original and commercial materials has been compiled.
- o Materials are editorially accurate.

CRITERIA PAGE 2

IMPLEMENTATION (Judging weight 25 points)

Budget and Funding Sources

- o A budget for the expenses of installing and utilizing the program is clearly presented.
- o The budget is commensurate with the project objectives.
- o The sources of funding have been identified.
- o The cost of implementing the program is within the capabilities of school districts, community agencies, and others.

Usability

- o Program can be adapted and used by a variety of audiences.
- o Program is currently in operation and there are plans for program continuation.
- o Program may be visited and observed until the end of 1985-1986 school year.
- o Facility requirements are described.

Staff

- o The personnel needs are specified: positions, numbers of people, degree levels, and preparation/experience in the field of vocational home economics education.

EVIDENCE OF EFFECTIVENESS (Judging weight 20 points)

- o Program content was validated by subject matter experts.
- o Field test documentation is provided.
- o There is evidence that a positive change consistant with the objectives occurred within the learners as a result of the program.